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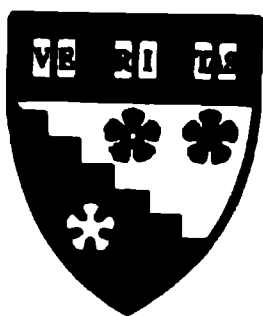
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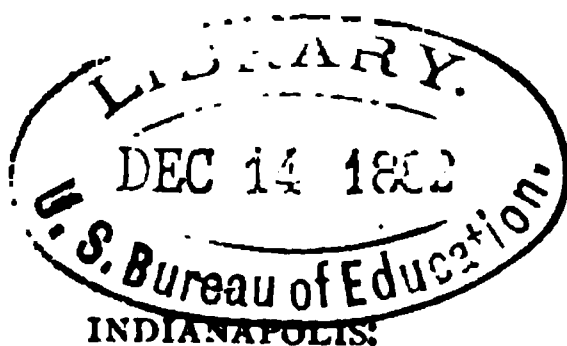
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No. 1.

RHETORICAL EXERCISES IN SCHOOL.

KATE BREARLY FORD.

WE frequently hear of "Rhetoricals," and the term is quite as correct as "Socials." But both are faulty; and we show good taste, to say the least, if we refuse to employ them. At present, however, I am thinking less about the word and more of what it is usually made to represent. Drawing from the memory of what mine eyes have seen and mine ears have heard, the term has a variety of significations. It is equivalent to almost any way of spending an afternoon in the school room, provided only that it differs from the regular, daily work. Like charity, it covereth a multitude of sins; but I am glad to believe them more of omission than commission. At the present time, we occasionally hear of school boards taking action on this matter, and placing among the regular exercises for all departments, "rhetorical exercises every Friday afternoon." And what does the teacher do in this case? Usually he does nothing—that is nothing as to preparation. He argues after this manner: "I have a crowded school,—many classes, among which is not one I can neglect; there are reports almost innumerable required; examination papers ditto to be inspected and corrected; whatever selections are needed must be made by those who have more leisure than falls to me. It is impossible to find time for a class in English composition,

or for individual assistance. The pupils must prepare themselves as best they can." And then he quiets his conscience by reading the "Board Regulations" to the school, thinking, in this way, the letter of the law fulfilled, and his duty ended.

The pupils meanwhile devote much time outside of school hours to grumbling, and rummaging over files of old magazines, and despairingly turning the leaves of gilded center-table volumes of lofty verse. Late in the week selections are made, than which, probably, few extracts could be more unsuitable. The essays that are not copied entire are the weakest dilutions of things sensible, or the most sickening conglomerations of all that is silly and sentimental.

So much for preparation. All know how the farce comes out. A child finds it impossible to wear easily or gracefully his father's hat, or read through his grandfather's spectacles. He falls up stairs to the rostrum, and doubtless finds there little awaiting him but added blunders and mortifications. He jerks his poor head in an effort to bow; he has not the slightest knowledge what the ceremony means. His hands and feet were never so large before; his voice has a ring as unfamiliar to himself as to everybody else. And what the child does—or rather does not do—is only repeated with emphasis by the members of the more advanced classes. From the teacher to the youngest pupil, all seem to be attempting—they know not what; and the success of such random efforts approximates very closely to zero.

At the outset, somebody ought to have a fixed plan, and an object to be accomplished. An afternoon spent in rhetorical exercises that have cost no previous preparation is worse than wasted. The regular lessons have been omitted. Conscious failures, with little hope of their being redeemed by future victories, send a majority of the participants home with heart-aches in the present, and determinations almost rebellious for the time to come.

I believe the remedy is in every teacher's power. Not long since, at the close of a discussion of this topic before a teachers' institute, a lady said to me: "Sour remarks are excellent for the *teacher of leisure*; not for me. I have not time to do all the School Board now requires of me." And doubtless she spoke the opinion of other teachers than herself. My answer sur-

prised her : "The teachers who are doing the most of what you call 'extra work' are, so far as my knowledge extends, not those in charge of small schools, but fair representatives of the profession—teachers with moderate or low salaries and crowded rooms. I will give you a few of the methods employed by just such teachers. You may find a part or all of these methods suited to your own work.

Rhetorical exercises usually comprise only declamations and compositions; but there is no reason why we may not introduce a variety of other exercises. Beginning with preparation—and this is by far the most difficult part of the work—prepare little by little: let every day contribute something for the closing of the week. The pupils soon learn that the songs they sing best, the gymnastics nearest perfection, the maps completed with the greatest swiftness and accuracy, will be brought out again on Friday afternoon. From all the spelling lessons of the week, the school will heartily enjoy the old-fashioned exercise of "spelling down;" and the classes in geography, arithmetic, history, etc., may occasionally recite down in a like manner. From the ground passed over in a month's time, or since the last similar drill, a great multitude of short, pointed questions will easily come to mind; and, by demanding prompt, accurate, and brief answers, the entire class will have something to do. The desire to be the last on the floor, and the enjoyment of the game—for it is a kind of play, as well as an examination—will spur the pupils to use all the time set apart for this particular branch, and the teacher will not be at a loss how to meet the frequent remark, "I have finished the lesson given out, and the time for study named in the programme is only half gone." Now and then, it gives a pleasant variety for the history class to recite only dates and locations, and the afternoon is rendered more enjoyable by interspersing among the lengthy exercises short ones so arranged as to interest the entire department at the same time. The mathematical review, put in the form of what is sometimes called "mental gymnastics," will be enjoyed by pupils of all ages. To illustrate: 8 times 12, plus 4, divided by 5, plus 5, take the square root, multiply by 80, subtract 225, divide by 25, subtract 3, raise to the third power, add 6, divide by 10, add 9, take away 16, and multiply the remainder by 18; what is the result? At first, to insure exact-

ness, the teacher should allow the result of each operation to be given, and should repeat the example in a very moderate manner; but as the pupils gain skill, he needs to hasten the work, till the example is given as rapidly as the words can be spoken. At the end let every one who has a result rise. This will rest the body as well as the mind. Here are others: Beginning with 1 or 2, add 3's or 4's up to 100. Beginning with 1, name the prime numbers to 100, then the composite numbers. Commencing with 100, and proceeding back to unity, give the multiples of 9 or 7. Let one of the pupils name a number, the teacher mention another, and the whole school follow at once with the complement required to form the latter. For instance, 18 being the first number and 35 the second, the complement is 17.

As the reading classes perform their regular duties through the week, the completion of each chapter should be followed by a review, and there is no better way of awakening interest and securing study than to call on individual members of the class, for the reading, from the rostrum, of the entire selection. Suggestions are then in place—how they should go upon and away from the stage, how the book ought to be held, etc. The teacher can go to the opposite side of the room also, and learn whether or not every word is easily heard. All these suggestions, if kindly given, benefit the class as well as the one or two under drill. They may at first dislike to go to the front, but will very soon enjoy the recitation and prepare for it as they otherwise never would have done. Now select one who has succeeded in reading clearly and well, to read the same selection on Friday afternoon, and you have one thing well prepared. By and by you may introduce selections from newspapers, magazines, or other books, into the regular reading classes, and thus make a large part of your preparation within school hours. It is best to divide a lengthy selection between several pupils, each taking a limited number of stanzas or paragraphs. In such case, all should go to the front together, and rise as they read. They gain, by this process, ease in sitting before an audience, which even public lecturers do not always possess. In the same classes, dialogues and recitations may properly be made ready, the simplest things often becoming quite interesting in the new shape they have assumed.

So much for recitations, dialogues, etc. But when and how shall original matter be put into shape? To begin: We cannot expect our pupils to prepare anything of their own until they have been taught how to write; and we all know how much "to write" means. The putting in shape, in fact, is the least of a long series of duties. You may not succeed with my plan, but you will be apt to have one all your own, if you begin at once with what seems to you practical and good. I believe two things necessary, and have never found a school room so crowded that I could not have them, if I was quite determined in the matter. One is a composition class, and the other a regular time on the programme for oral instruction. The class need not be a daily one. In a full school it is better that it come, perhaps, twice a week. You have set apart thirty or forty minutes for a recitation in reading every day. A wise plan is to have your pupils read twice a week, recite in composition the same, and, if there is no better time for spelling, use for that the remaining day.

During the fifteen minutes of oral instruction various topics are to be discussed, many of which will furnish suggestions or thoughts for future essays. It may be the news of the day, a little extract from some journal, a doubtful query in science, a decision in which right and wrong are involved, a little question of politeness. I would have this a time for the mutual expression of opinions, when every one talks out just what he thinks in a kind and candid manner. The results of each day's talk should be written upon by one or more of the pupils for the closing day of the week. At this time an item of war news is brought in by the teacher. A map of Europe has been previously hung upon the wall, and a pupil is requested to locate the scenes described. All the long Russian names need not be memorized; but the general position of the forces and the countries involved in the trouble may be pointed out for the benefit of all. A general discussion follows of the causes of the war, of previous wars between the same nations; and many interesting items are given about the Russian people or their enemies, the Turks. Would it not be a judicious plan now, while all are reading and talking on these topics, to spend an afternoon with them? One pupil might have assigned to him a summary of the news of the week. Other topics like the following are to

be given to other pupils: "The Mohammedan Religion," "Constantinople," "The Crimean War." Perhaps some one can bring a Koran, and a pupil be requested to read the titles of some of the chapters and a few extracts from them. "The Koran, its History and Influence," would serve as another topic for a composition. Give out to several, for reading on the same day, paragraphs pertaining to the same subject. A few recitations, such as Bayard Taylor's "Camp Song," would be in order, in connection with which one of your singers might give you "Annie Laurie." A definite plan for Friday afternoons would be something like this: History and Biography, to be followed in turn by Science, Literature, and Art, and occasionally an afternoon filled with miscellaneous matters. The first Friday of every month set apart for one of these divisions; the second for another; the fifth, which comes only occasionally, being devoted to miscellaneous subjects, etc., is a most excellent arrangement. By History, I would not necessarily mean a repeating of facts alone, in precisely the order laid down in certain books; but an effort to get at the reasons of things, such as would come from the study of "The History of Inventions," "The History of Printing," or "The History of American Education," and many other similar topics.

It is best that one-half the school have something to do each week. The necessity of brevity will soon teach all to say the fewest words possible for the expression of the thought, and those the choicest words and right to the point.

I need not give many more illustrations. The summer days bring us objects of nature so full of mystery and beauty, that many afternoons would poorly suffice for studying so vast a world. Take the time for the insect world alone. The exercises may be put in the shape of essays or select readings, as you please. We shall begin by learning what insects are. Perhaps a poor, green caterpillar can be brought in, covered with the eggs of his parasite, the ichneumon, and preach a little sermon to us. The potatoe-bug is an excellent subject for an essay—the much-abused spider, too; and that most persevering of all things living, "the ant." We will also have accounts from the pens of some of our best naturalists; and funny bits of poetry, scattered here and there among the more solid work, will help the time to pass pleasantly and profitably for all. Pe-

troleum is another topic on which a whole afternoon might be passed, and still the subject need not be exhausted. These divisions are good ones: "The History of Petroleum" (a map of the world will here be required, on which the different localities may be pointed out); "The principal Oil-wells of the present time, and a description of how it is removed from the earth and prepared for market;" "The preparation of burning gas;" "Where do Gasoline, Paraffine, Benzine, and Naptha come from, and what are their properties?" "Describe Kerosene, and give the tests now exacted by law in many of our states;" "Every man his own executioner,"—which would be the explanation of explosions, what brings them about and what they are, and an exposure of the "Rose Oil," "Burning Fluids," and other "non-explosive" compounds of a few years ago.

And let us not altogether disregard "fiction." A taste of Washington Irving, Dickens, and parts of Scott's works, will hinder the reading of poorer literature. And is not this quite true, that "there is more of truth than fiction in the higher kind of fiction." Whatever is done, however, let brevity, point, activity, and good-will be your watchwords. But teacher and pupil must use them, if they are ever anything besides "sounding words."

KALAMAZOO, MICHIGAN.

To teach the modesty and reserve of true scholarship, to keep alive the youthful craving for facts, to repress the adult tendency to form opinions by examining and comparing other opinions, should be among the most cheerful aims of an education that pretends to be disciplinary. The necessity and the art of thorough and independent investigation, what are the sources of knowledge and how are they to be consulted and used, and that in more than one department; if the pupil's training has not taught him these, it is a failure. Nothing else can give a real possession of truth.—*W. D. Whitney.*

Disappointments are like those clouds which look black and eclipse the sun, but when they fall, refresh and beautify what they seemed to threaten.—*Charmock.*

MONROE'S FIRST READER.

33

LESSON XXVIII.

*By Sound.**By Sight.*

far	star	went	wings	ever
cars	mamma		would	never

Mamma, I can see a pretty star.
Did you ever go to a star, mamma?
O no, I never went to a star.

If I get into the cars, and ride,
ever so far, can I get to the star?

No, the cars never go the star.

If I had wings, like a bird, I
would fly to the star.

What! Go so far from mamma?

O, but, mamma, you would go too.

PRIMARY READING.

ON the opposite page is a picture of a sitting room. A mother and her little daughter are sitting at an open window gazing earnestly towards the sky. The picture is designed to assist the fancy of the reader in forming a scene in harmony with what the words suggest. It is important that the reader create this ideal scene. By his own activity he is to create a thing which he shall enjoy.

Preparatory to the exercise of the imagination and emotions of the child, we will attend to the

STUDY OF THE WORDS AND THE PRELIMINARY DRILL.

The *new* words in the lesson are *far*, *cars*, *mamma*, *went*, *wings*, *would*, *ever*, and *never*. These words, the words for review, the phrases, used for drill in pronunciation and in modulation, should be placed on the board prior to the recitation in which they are to be used.

By proper questioning and by using the picture, lead the pupils to use each of the new words in the expression of their own thoughts. When they have thus used them, show them the printed forms of the words. Then require the words to be spelled by letter.

In pronouncing the words, require the pupil to change the tone with respect to quality, speed, force, and pitch, thus securing vocal drill and correct pronunciation in the same exercise. Drill especially on any words which the pupils find difficult to pronounce, and on the long Italian sound of *a*, and the short sound of *e*.

Use the following phrases for an exercise in modulation: a pretty star; and ride, ever so far; to a star.

After this exercise, require the pupils to spell the *new* words and the words *what* and *pretty* from memory. Spell the words *star*, *far*, *car*, and *went*, by sound.

Write the word *car*. Let the pupils tell what change must be made to make the word *far*; what to make the word *star*.

This exercise will secure attention to the form of each word. It will help them to remember these words. Such exercises will help to form the habit of close observation in the study of words.

This done, the pupils may read the lesson. The reading, in the highest sense, does not consist in speaking the words, as words, correctly; nor does it consist in uttering the phrases and sentences mechanically with the correct modulation as to force, speed, pitch, and volume. It *does* consist in leading the pupils "*to read between the lines*" with his imagination or fancy, so that the printed sentence upon the page shall be the best verbal expression of his own thoughts as he contemplates his mental picture. Thus the child's reading will be spontaneous and natural.

Below is presented some "reading between the lines," which the teacher has done, preparatory to leading the children to do a similar thing. The questions which might lead the children to form the picture presented in words are purposely omitted. Were they printed they might mislead.

THE PICTURE.

In this lesson the little reader is taken into a refined and cultivated home.

He enters the pleasant sitting room, stands at the open window in the summer twilight and looks out at the sky.

It is his mother, it may be, who sits near the window in the large, easy chair, with her arm around his little sister, who stands by her side.

He thinks they are watching some swallows flying home to their nests.

All at once the little sister sees a bright star. She tells her mother,—

"Mamma, I see a pretty star."

He looks at their faces; they are full of wonder and delight.

The little sister is still for a moment. She thinks she would like to go to the star. It must be a beautiful place. She wonders how she can get there—it is so far away. Maybe her mamma has been there. She asks her,—

"Did you ever go to a star, mamma?"

Mamma knows that *no one* has ever been to a star, but she does not say so. She will let the little wonderer find out a way if she can. So she only says, "No, I never went to a star." Baby-sister knows the cars go away out of sight, beyond where the earth and sky meet, into the great unknown.

Perhaps they will take her, so she says: "If I get into the cars and ride *ever* so far, can I get to the star?"

Mamma smiles, and says, "No, the cars never go to the star." She does not say there is no other way; so baby thinks again.

She has been watching the birds and she thinks of their wings. She has seen the swallow fly up into the sky and away out of sight. Surely *they* go the star. Now she is sure she has found the way. So she turns to her mother with a face as full of delight as when she first saw the star. "If I had wings like a bird, I would *fly* to the star."

Her mother will not spoil her pretty fancy, so she turns baby's thoughts to herself. She says gently, almost reproachfully, "What, go *so far* from mamma?" Baby is quick to comfort. She had not thought of leaving mamma. "O but mamma, you would go too."

In this brief visit to a happy and intelligent home, the visitor may be the little ragged child of the poor washwoman. *His* mother finds no time to *enjoy* her children. The visitor may be the well-dressed and pampered child of luxury. *His* mother is too busy taking care of the fine clothes and seeking her own pleasure, to take care of the soul of her child. Neither child may find at home the affection and sympathy that each craves. The star will be a friend to them. They will like to come back to their First Reader for another happy talk with its inmates.

The children do not know it, but the wings of their imaginations have grown a little in following the little sister's flight of fancy.

There may be matter enough in the above for *two* lessons; possibly for *three*.

W. A. J.

A passionate temper renders a man unfit for advice, deprives him of his reason, robs him of all that is great and noble in his nature, makes him unfit for conversation, destroys friendships, transforms justice into cruelty, and turns all order into confusion.

OAKLEY AND CLEARBROOK.—VII.

"CHARLES WACKFORD."

LETTER IX.

CLEARBROOK, INDIANA,
January 1, 1877.*Dear Cousin Helen:*

I wish you a Happy New Year! How strange it seems to write two 7's together, and how much stranger it will be in eleven years to write three 8's, for that is what people will have to do in 1888. So we have laid dear old '76 aside. I have been looking into my history to see what was going on in this country one hundred, two hundred, and three hundred years ago. In 1576, Frobisher was trying to discover the north-west passage, and there was not an Englishman settled in America. In 1676, King Philip's war in New England, and Bacon's rebellion and expedition against the Indians, show that the colonies were fighting for existence. In 1776, they were in a revolution, fighting for their liberties. In 1876 they were celebrating the Centennial of their liberties. What will they do in 1976 to mark their progress? I am sure I cannot imagine.

Your birthday and Christmas letter was received last week, and we are all pleased to know that you have been having such a pleasant vacation. Miss Claxton went to Indianapolis to attend the State Teachers' Association, and has not yet returned, but she is expected this afternoon, and Hope Davidson is going with me to the station to meet her. I cannot tell you about our Christmas except that the Sunday-school at the Cross Roads had a Christmas tree. I enjoyed myself, of course, but must now tell you about our examination, which took place on Friday before Christmas.

Arithmetic was the subject this time; you know we were examined in geography before. (I believe I wrote to you that we are examined in but one branch at each of these examinations.) Our class worked at the board in "Interest," and "Profit and Loss." The questions and problems were not all taken from the book; some were made up by Miss Claxton,

and some by the audience. Here is one: "Pink Stevens gave Frank fifteen cents for a sack of hazel-nuts, and paid him five cents more to hull them. She then carried them to the station, and having paid four cents for paper sacks to put them into, she told Wilbur Thompson she would give him twenty per cent. of the receipts if he would sell them for her on the train. He sold them for fifty-five cents. What was Wilbur's percentage, and what Pink's profit?"

Here is one given by the county superintendent: "If you should receive three per cent. for purchasing a carpet for this room, what would be your percentage, the carpet being twenty-seven inches wide and costing ninety cents per yard?" We did not know how many yards it would take, but Miss C. handed us a ruler and told us to find out. We then measured the floor and found it was twenty-seven feet wide and thirty-three feet long, and after making one mistake by supposing the carpet to be a yard wide, we corrected it and obtained the correct answer. Mr. Stevens brought a load of stove-wood in his wagon, and Sam Farley was sent out to measure the wagon-bed and tell how many bushels of wheat it would hold. He was very quick about it, and the county superintendent told him it was very well done. Another question was about sodding the front yard, and another about the wheat on pa's farm. The chart class had to count. One little girl had to count the visitors; and when she was done and had placed the number nineteen on the board, Miss Claxton told a little boy to see if she had made any mistake. He counted and wrote on the board eighteen. She then told both to count again. They did so, each getting the same as before. She said they must do better than that, and then told them to count together. They did so for a short time, but soon the little boy burst out into a hearty laugh, and kept it up so that he could not count. Miss Claxton asked him what was so funny, but he had too much laugh in him to tell at first. After a little she got it out of him, and it was this: Mrs. Farley had brought her baby with her, and the boy had not counted it among the visitors, while the little girl had. When this was explained everybody else laughed as well as the little boy, but it was decided that the baby should be counted.

There were three children in the First Reader class; their names were Jessie, Lucy, and Paul, and they had questions

about beans. First, the teacher gave Paul a little box, and told him to put four beans into it. He did so, and then placed the box on the table. The teacher then said:

"Lucy, how many beans are in the box?"

She replied: "There are four beans in the box."

"How do you know?"

"Because there were no beans in the box at first, and then Paul put four beans in."

"Very good," said the teacher; "now you may put in two more beans."

Lucy did so, and then Miss Claxton proceeded:

"Jessie, what has been done?"

"You gave Paul an empty box, and he put four beans into it, and then Lucy put in two more."

"How many beans are now in the box?"

"There are six beans now in the box."

"How do you know?"

"Because the four beans that Paul put in, and the two that Lucy put in, make six beans."

"You may count them, Jessie."

She soon said: "Miss Claxton, I have counted the beans, and there are six."

"Very good," said the teacher; "now, Paul, you may count and see if you can find four beans and two beans."

Paul took the lid of the box and put two beans into it, and having counted those in the lid and those in the box, said: "I have counted them, and there are four beans in the box and two in the lid."

"Very well done; now place them all in the box again."

After this was done she said, "Now, Paul may take out one bean, and Jessie may take out two, and then Lucy may tell me how many beans remain in the box."

After Paul and Jessie had taken out their beans, Lucy said, "There are three beans in the box."

"How do you know?"

"There were six beans in the box, and when Paul took out one that left five, because one taken out of six leaves five; then Jessie took two beans out of the five beans, and that left three." She then counted them to see if she was correct.

"Now, Paul," said the teacher, "if we put all these beans

together again, how many will there be, and why do you think so?"

Paul said: "There would be six beans, because three beans and two beans are five beans, and five beans and one bean are six beans."

Jessie then put all the beans into the box again, and counted them to see if Paul was right.

Another class was examined on the multiplication table in this way: A circle was made on the black-board and figures placed upon it like those on the dial of a clock, with one figure in the center. Miss Claxton would point to a figure in the circle, and the pupil was required to tell the product of that figure by seven, the central one. After practicing with that for a time she erased the seven and put nine in its place, and pointed as before. After trying several other figures in the same way, she made a smaller circle of figures inside the large one. She then took two pointers and pointed to two figures at once, one in the outer circle and one in the inner one, and the pupil was required to tell the product promptly.

After the examination was over, the county superintendent made a little speech to us, which was something like this:

"You have pleased me very much, and I am sure the children in no other school in the county understand their work better than you do yours. From the boy that gauged the wagon-bed down to the little girl that counted the baby, all seem to understand their work perfectly. There are three ways in which I would like to have you do all your work in arithmetic.

"1. Understandingly.

"2. Accurately.

"3. Rapidly.

"I see that you have learned the *first*, and I am disposed to think the *second* also, for very few errors in work have occurred here this afternoon. Now, the *third* can be obtained by practice only. When you have learned to do all your work in arithmetic in these three ways, you will have it just as the business man wants it, and in the way that it will do you the most good."

After a few remarks by Miss Claxton, school was dismissed till after the holidays. The county superintendent lectured that night at the church at the Cross Roads. His subject was

"Thinking." We were all pleased with it, but I can not tell you about it now.

We are all well and glad you succeeded in getting Aunt Laura to visit you. We hope she will come to see us next. With much love to you all, I am

Your affectionate cousin,

FANNIE STOWELL

IS IT SO?

ANNA T. SNYDER.

IN the Suggestive Questions prepared by the State Board of Education, whilst agreeing with them in their conclusion that the definition, A verb is a word that expresses action, being or state, may not be strictly correct, I arrive at that conclusion by positive rather than by negative proof. The definition is faulty from the fact that a verb does not *always* express action, being or state, rather than from the fact that some other part of speech may not express it; but their definition, A verb is a word that *asserts* the action, being, state, etc., of the subject, seems to me equally faulty, even though strengthened by the fact, if fact it be, that no other part of speech asserts.

Does a verb *always* assert?

One of the best grammarians of my acquaintance kindly furnishes me the sentence, "I wish to go to see James," in which the assertion is contained in the verb *wish* and not in the verb *go*. So we have found one verb at least which does not assert, and having found this we might very profitably employ an idle hour to see whether the infinitives as a class do really assert.

Having ascertained that verbs do not always assert, let us, by way of courtesy to those who have in their power the grading of our papers, assume that they do assert. *To live* well is to die happy. Of what subject does *to live* assert the action, being, or state, etc.? Does it assert for you, for us, for somebody, or for nobody; or does it assert it of an uncertain something which few can comprehend and nobody can express?

"And God said, '*Let* there be light,' and there was light."

Of what subject does *let* assert the action, being, or state, etc.? Does it assert it of God himself?—does it assert of every one else, or of no one else?—or is it a mere general assertion without reference to any subject?

In view of these and many other examples, if we must become supercritical in our definitions, what *is* the distinguishing mark of the verb? I am inclined to think we have not yet found it, unless that “etc.” of the Board’s definition may cover it. “Etc.” covers many a sin and many a shortcoming; it may cover many a truth, too; in this case it may hide a perfect gem. I am inclined to think it does; for if there is any truth in the definition, it must lie in the “etc.”

In regard to adjectives and adverbs they say, “The adjective expresses some attribute of an object, while the adverb expresses some attribute of another attribute.”

“To lie is *despicable*.” Of what object does *despicable* express an attribute? To be *good* is to be *happy*. Of what *objects* do *good* and *happy* express attributes?

The *most refined* Mexican ladies smoke cigarettes in church. Does the phrase *most refined* express an attribute of an object merely, or of an object and its attribute? Do the most refined ladies, generally speaking, smoke cigarettes in church?

Another example somewhat like the above, in the relations of the words, is, *All* broken-legged dogs are lame.

“From the center all *round* to the sea, I am lord of the fowl and the brute.” Of what *attribute* does *round* express an attribute? It seems to me that the definitions given us do not exactly cover all the ground. If we only had an “etc.” to go back to, it would all be well enough; but lacking that, let us go to books, and to the results of research not found in books, and endeavor to supply the “etc.”

An adjective relates to a noun, as “A *good man* ;” to a pronoun, as “*He is good* ;” to a phrase, as “The *seven wise men* ;” to a participle or verb in the infinitive mood, which is subject to an intervening verb, as “*To lie is despicable*,” or “*Lying is despicable* ;” to a phrase, as “*Our walking in the way of truth is acceptable* to God ;” to a clause, as “*That we always speak truth is better* than that we always use pleasing words ;” or with an infinitive or participle in the abstract, it is sometimes used abstractly, as “To be *good* is to be *happy*.”

An adverb relates to a verb, as "He *speaks eloquently*;" to a participle, as "The man *wholly debased* by a passion for strong drink is an object of pity;" to an adjective, as "Our *dearly beloved* brother;" to an adverb, as "He speaks *very eloquently*;" to a preposition, as "He hit him *just below* the eye;" to a phrase, as "Euclid taught *about two thousand years ago*;" or to a sentence, as "From the center all *round* to the sea *I am lord of the fowl and the brute.*"

I have given above all the mere relations that I recollect for the adjective and the adverb. They may or may not be strictly correct, but the few thoughts offered may induce teachers to think for themselves.

SEX IN EDUCATION.

 HENRY C. KINNEY.

THERE are few questions which are more interesting or more important than the one designated by the above title. Is the female equal in mental ability to the male? The answer to this question must modify our social, political, perhaps semi-religious views. Because of these modifications, it has been debated with much ability, and with some asperity, by physicians, lecturers on women's rights, politicians, philosophers. For five years, as a shuttlecock, it has been tossed in physiological, biological, psychological, and historical battledores. "It is," "I say it isn't," are to be heard from all quarters. Now, there is but one way in which this question, as every other question in social science, can be answered. By a reference to statistics. There is but one country in which, up to a certain point, boys and girls receive the same mental advantages; but one in which this equality in training has been tried for a sufficient number of years to permit an inquirer to obtain sufficient data (if he could get them) on which to base correct opinions. Alas, however, in that country, these United States, the needed statistics are wanting, or must be culled from reports of different cities for an insufficient number of years. Here in Chicago could one teacher in each school get from most of her associates the relative standard of boys and girls in each grade,

and could these figures be sent to some one (I would serve) for tabulation, the ghosts of Moses, and St. Paul, and Zenobia, and Hypatia, and Mrs. Somerville might be allowed to return to the pleasing shades in which the Roman thought all good ghosts wandered. It would be no longer necessary to call a Helene from the dead by any modern Faust. To incite to this trouble, permit me to give figures which are worthless save as sign-boards. They relate to certain divisions of our subject. They are statistical answers to the questions, (1) Do boys or girls excel in our public schools? (2) Are there any branches in which either sex generally excels? (3) Which sex commences and graduates in the quicker time, *i. e.*, have the quicker mind? (4) In the mental competition between boys and girls, do the girls suffer in health?

1. Which sex excels in mental excellence? Through the kindness of Mr. Pickard, I have been able to answer this question for Chicago, by an examination of the file of school reports for this city. Between 1859 and 1876 (both inclusive), 773 graduated from our High School. Of these, 35 per cent, or 268, were boys. Up to the fire one of our citizens was accustomed to give to the graduates whose standing during the preceding four years was the best, a life membership in the Young Men's Library. The 35 per cent of boys took only 28 per cent of the prizes—boys taking nine prizes, girls twenty-three. Between 1864 and 1876 (both inclusive), 3,173 girls and 1,851 boys entered the High School. To the best was given each year from 50 to 64 Foster medals; 508 were taken by girls and 162 by boys. That is, every six girls on an average received a medal, while the average for the males was only one medal to eleven boys. Between 1859 and 1869 the relative proportion of attendance at the same school was 1 boy to about $1\frac{1}{2}$ girls. To the very best was awarded a scholarship in the Bryant and Stratton College. One hundred and three girls and fifty boys received, during these seventeen years, the coveted scholarship. Figures for Chicago would prove that girls have the better mind.

2. Are there any branches in which either excels? The following are the only figures which, through the kindness of Superintendent Doty, I have been able to cull. I have examined the reports from over fifty states and cities. The only

tables that I have found helpful in my answer come from Washington. We must remember, however, that it is a table based upon the observation of probably 25,000 children. Examination in English grammar, in the grammar school of Washington, 1871-72:

	Female.	Male.
First District	64.8	52.2
Second District	77.3	38.3
Third District	35.5	52.5
Fourth District	70.0	51.0

Average, female schools, 61.8; average, male schools, 48.5.

Examination in arithmetic, in the grammar schools of Washington, 1871-72:

	Female.	Male.
First District	51.7	66.5
Second District	67.2	58.3
Third District	46.5	64.5
Fourth District	61.7	52.3

Male average, 57.9; female average, 56.7. Highest average for any girl is given as 90; highest average for any boy is given as 87.

Examination in spelling, Washington, 1871-72:

Percentage of errors in girls' schools, 1.04; percentage of errors in boys' schools, 5.45.

I was not able to find any reports of the Washington schools between 1871-72 and 1875-76. From the last I make the following extracts: Written examinations, 1875:—Girls, 992; below 50 per cent, 152. Boys, 838; below 50 per cent, 157.

Examination in arithmetic in the grammar schools of Washington, 1875:

	Female.	Male.
First District	62.5	64.7
Second District	71.0	38.2
Third District	70.3	81.2
Fourth District	62.7	59.7

Average percentage—girls, 66.6; boys, 60.9. Highest mark among girls, 87; boys, 100.

Examination in grammar, Washington, 1875:

Average in girls' schools, 76.4; average in boys' schools, 60. Highest mark among girls, 96.2; highest mark among boys, 79.2.

We must therefore conclude, until we have other figures, that

the boys, even in arithmetic, do not greatly excel, while in most of the other elementary branches they are surpassed.

3. Does the boy or the girl have the quicker mind?

The only two comparisons which I have been able to make are taken from the Cincinnati reports for 1875 and 1876. * *

Average of girls, 1875, 11.1 years; average of boys, 1875, 10.04 years. Average of girls, 1876, 11 years; average of boys, 1876, 11.2 years.

We thus see that if we average these two years, we find that the boys entering the primary schools at about the same age as their sisters, graduated at the High School at a little earlier age. In St. Louis the average difference in age for several years amounted to four and a half months.

4. What has been the physical result of this mental competition upon the average girl? About two hundred of the wisest men in Massachusetts were asked this question, and about one hundred and fifty-two replied that it was hurtful. If this answer of the majority be true, when we examine the necrology of our schools the bad effects will be shown. Now, so far is this from the truth, that the number of deaths among the girls, as shown in the lists of the dead, is less than those among the male members of the same classes.

In the St. Louis High School, between 1852 and 1875, there were 1,247 boys and 1,289 girls. The whereabouts of about the same number in each sex was unknown. During that period of 23 years, 47 boys had died and 40 girls. In our own High School, between 1859 and 1872, 478 girls had graduated. Of these only 6 were known in 1873 to be dead; but 15 of the 167 boys had passed away. Unless other statistics can be obtained to overthrow this, not only is woman quietly meeting the words, "It is unwomanly to do this," "Nature forbids you to do that," with the words; "We will see, for seeing is believing," but nature itself is no hinderer to the mental improvement of any woman.

Not professing to know much about what I have been writing, I would close, saying: Teachers of Chicago, will you not give me statistics? I desire them, not to sustain my own theories, but to ascertain the truth. Let us at least discuss the question, Is there any evidence of the male mind being the more vigorous?—*Chicago Weekly Journal*.

FACIENDO DISCIMUS.

M. M. CAMPBELL.

THE old adage "*docendo discimus*," though true, I would fain change to *faciendo discimus*, which is the same truth generalized—*We learn by doing*.

The teaching of the past was erroneous in principle. The teacher then did all the thinking and most of the talking. He alone was active, whether in intellectual thought or in moral emotion, except indeed as the natural irrepressible tendency of mind to activity drove the children into fun and frolic and mischievous doing. But all such activity, abnormal and wrong in school, he tried to repress. In the regular and proper work of the school, the pupils were expected to be passive, mere recipients. To teach a truth the master simply *told* it; and the work of the pupils was to hear and to remember. They were not led by short and easy steps to discover the truth by any mental effort of their own, and then allowed the high gratification of reporting to him the discovery. That would have made the new truth a living reality in their own consciousness, and thus a part of themselves, which they could never forget. No, their work was simply to hear and to remember. But the truth, dropped at one lesson through the ear into the leaky outside reticule of the memory, was lost before the next lesson-time came round, or else it was crowded out by the in-droppings of the next lesson. And thus our teaching was all after the pop-gun fashion.

So, too, in ethics we said frequently to our pupils, "Children, you musn't lie, you musn't steal; 'tis wicked and wrong. You must be kind to one another, and always tell the truth; for that is pretty and right." But we never framed parables for them like that of the good Samaritan, or read to them a story like that of the hatchet; and then asked them to give the moral, or rather to give expression to their own moral feelings by passing judgment on the parties.

And yet that is the true way to teach, especially ethics. And next to the parables of Jesus, *Cowdery's Moral Lessons* is the best book I have yet seen, out of which to select subjects for

such exercises. He has gathered together many little stories, each one of which would make a very useful lesson of moral instruction to the children. But still better are the actual facts that sometimes occur among the pupils themselves, whether of turpitude or of moral excellence, and especially those of heroic moral daring. The boy who is called a coward, because he refused to join in a recent apple foray, or the boy that has risked his life to save a drowning school-mate, ought to be openly and warmly commended before the whole school. But it would be better still to bring the whole school to a vote of approbation or to a vote of thanks, to the one for his moral courage, and to the other for his philanthropy and noble daring.

This would be to educate the heart and the soul—the highest department of our threefold nature. No week ought to pass in any school without some effort in this direction. But if possible let it call forth from the children an expression of their own moral judgment; for that strengthens the moral principle within them; it educates conscience.

No one but a most arrant hypocrite and scoundrel can *do* that against which he daily *preaches*, or *fail* to do that which he daily *urges* upon others as a duty. This mode of teaching morals transfers much of the *preach*-part from the teacher to the pupil himself. This process strengthens his intellect as well as his conscience; for it gives exercise to both, and it increases at the same time both his facility of utterance and his correctness of language. Thus it *educates* (leads up) the child out of his ignorance and childish weakness toward manhood's strength, and fullness, and self-sustaining confidence; and it does this upbuilding better, as well as faster, than the old-time passive teaching did. The structure will be more solid as well as larger.

In the great industrial school of life, in which the masses get 99-100 of all practical education, this is the only mode of teaching. The pupil carpenter becomes the master workman by *doing* carpentry, beginning, of course, with the plainest work and simplest tools, such as the handsaw and the jack-plane. But as practice gives skill progress is made at once to higher work and to more complicated machinery, and yet to greater skill and to still better work. And so it is in every profession as well as in every handicraft of life.

Fellow-teachers, let us set our pupils to more *doing*, and we shall educate them both faster and better. And as this will give scope for their natural love of activity and amusement, it will do much to make the rod needless, and to relieve us of the irksome work of government. Well does our School Journal say to us, "Never does a pupil so much need a slate as on his first school day." The untrained beginner can't study, but he can *do*. And you must give him something legitimate to do, or he'll soon be doing something that you don't want done.

The chief objection to Cowdery is his minutiae and overfulness of questions. The teacher, however, can select, change, and omit at discretion. But suppose each of our twelve thousand teachers was, on each Friday afternoon, to say to his school just before dismissing them, "Well, my pupils, we have now been engaged for five days at mental work, studying arithmetic, geography, and other things that we need to *know* aright if we would succeed well in this world. But religion is better than knowledge. It is more important to teach the heart to *feel* aright, and thus lead us cheerfully and voluntarily to *act* aright, to do our duty, than it is to teach the head to think aright, and right education in this line prepares us for success in the next world as well as in this. Now let me give you something to think about, especially during Sunday, and then on Monday tell me what you think of the persons named in this pretty little story." And then, after some such talk, or without any talk at all, suppose he should simply read either the story of the good Samaritan or Cowdery's Narrative 3, Lesson 8, page 75, and add—"School is now dismissed; good evening to you all." I tell you it would be a blessing to the children and to the state beyond all human calculation. And the very first year's work would *begin* to show its effect, first, in the improved conscientiousness of the children; second, in the better order and greater quiet of the school-rooms; and third, in the higher sense of honor and stricter morality of the people at large. Or if this couldn't be *seen* within one year, it would at least be *felt*, and longer time would bring it out to manifest view. Try it, fellow teachers.

BLOOMINGTON, IND., Oct. 1, 1877.

OFFICIAL DEPARTMENT.

CONCERNING THE INSPECTION OF DOCKETS BY COUNTY SUPERINTENDENTS.

TO COUNTY SUPERINTENDENTS.

I publish below an authoritative statement from the Attorney General in regard to the right of county superintendents to inspect dockets, etc., and to institute suit for the recovery of moneys that may be due to the school fund.

I advise those who desire to engage in such work to write to the Attorney General in regard to the matter. The allowance to all deputies is 10 per cent upon all sums collected and paid into the school fund.

JAMES H. SMART,
Superintendent Public Instruction.

HON. J. H. SMART, Sup't Public Instruction :

DEAR SIR :—I have the honor to acknowledge the receipt of your questions upon the subject of the duties of county superintendents as to the collection of money owing to the school fund, etc.

Attorney General Denny gave the following opinion upon the subject :
"COUNTY SUPERINTENDENTS.—Attorney General. Acts of March 8, 1873, and March 10, 1873, construed. Act of March 10 repeals such parts of Acts of March 8 as conflict with it.

In yours of the 19th inst., addressed to this office, you state that 'The last legislature, by the 6th section of an Act approved March 8, 1873 (see p. 78, of the late Acts), made it the duty of the County Superintendent, at least once in each year, and as much oftener as he may deem proper, to examine carefully the dockets, records, and accounts of the Clerks of Courts, County Auditors, County Commissioners, Justices of the Peace, Prosecuting Attorneys, and Mayors of cities, and see that all fines, forfeitures, unclaimed fees, liquor licenses, and surplus dog tax are promptly collected, reported, and paid over to the proper fund and revenue.

'On the 10th of March, and just two days after the approval of the act referred to, another act was passed and approved, supplemental to certain acts mentioned in the title, making it the duty of the Attorney General, in certain cases, to institute proceedings and collect and have paid into the proper

treasury, all fines and forfeitures due the school fund. (See page 17, sections 2 and 9.)

'In the practical administration of the law of March 8, 1873, some confusion and doubt have arisen in the minds of County Superintendents and the officers mentioned in the law, as to the effect of the act of the 10th of March upon that of March 8.

'Does it repeal it? If so, in part or in whole? If in part, what particular part?'

I will state, in answer to your questions, that the 9th section of the act of March 10—Sess. Laws, 1873, p. 20—covers the greater portion of the subject matter of the act of March 8, and embraces *other*. It requires the Attorney General 'to ascertain the amount paid to any public officer, or other person.' It also requires him to collect all the items mentioned in the act of March 8 (with the exception herein mentioned), together with all other funds due the State from certain officers mentioned, and other persons, 'or from any other source where the same is by any law required to be paid to the State, or any officer in trust for the State.'

The above quoted language follows the enumeration of the different classes of funds to be collected by the Attorney General. It also requires him to institute and prosecute such such proceedings as may be necessary to collect the same. It seems clear, therefore, that this latter act, though passed at the same session, embraces the subject-matter of the former act; that is, it requires the Attorney General to do all the acts that by the act of March 8 are required to be performed by County Superintendents, with the exceptions hereinafter mentioned.

The 13th section of the act of March 10, repeals all laws in conflict with it.

Sections 6 and 7 of the act of March 8, and sections 2 and 9 of the act of March 10, do conflict; and in so far as they do conflict, the latter act is in force, and the former sections are repealed as to all that in which they do conflict. There are, however, portions of said sections 2 and 9 that do not conflict with sections 6 and 7 of the act of March 8. The second section of the act of March 10 provides 'that in all cases where the prosecuting attorneys have failed for one year after the assessment of any fine or the forfeiture of any recognizance, or may hereafter for one year after the assessment of any fine or forfeiture of any recognizance, fail to institute proceedings to collect and pay into the proper treasury any fine or forfeiture, it shall be the duty of the Attorney General to institute proceedings and collect and have paid into the treasury all fines and forfeitures.'

Therefore, when fines assessed have remained uncollected for a *less* time than *one year* after judgment, and forfeitures have remained without suit for a *less time* than one year after having been taken, the Superintendent may have proper proceedings instituted to secure their collection; but in cases where the time above stated has elapsed, then the matter is beyond the control of the County Superintendent, and the act of March 10, above referred to, makes it the duty of the Attorney General to make the collections.

The Supreme Court, in 22 Ind., p. 204, says: 'That a later law embracing the subject of a former one, by implication repeals the former so far as they conflict with each other.'

In 7 Blackford, page 313, they say: 'If two statutes be inconsistent with each other, the latter must govern.'

Where a new or subsequent statute covers the subject-matter of an old one, and makes different provisions, the new repeals the old. 6 Ind. pages 146 and 432. 1 Ind. Dig. (Davis), p. 774, secs. 50 and 51.

If the Legislature provide in one act for the discharge of a specified duty by an officer therein named, and subsequently provide for the discharge of the same duty by another officer, the subsequent act of the Legislature being inconsistent with the former, and being the last expressed will of the law-making power, must govern.

The two acts do not conflict in this farther particular, viz: By the act of March 8, it is made the duty of the County Superintendents to 'see that the full amount of interest on school funds is paid and apportioned, and when there is a deficit of interest on any school fund or a loss of any school fund or revenue by the county, that proper warrants are issued for the reimbursement of the same.'

They should also look after and see to the prompt enforcement of fines assessed where executions are in the hands of sheriffs, constables, and marshals, see that executions are promptly issued, and see that no unnecessary delay is allowed in such collections; and to see that suits are promptly instituted on forfeitures, in all cases where such judgment has not been entered, or forfeitures taken more than one year before making the investigation. Where judgments have been taken or forfeitures have been entered more than one year, the act of March 10, makes it the duty of the Attorney General to make the examination and collection.

The act of March 8 does not authorize County Superintendents to make any collections. It only authorizes them to make examinations and reports, and to cause suits to be instituted by the proper law officer of the State, the Prosecuting Attorney, or Attorney General in certain cases mentioned in the act of March 10."

I indorse the views above expressed by Mr. Denny, and, in addition, will state that I am willing to appoint County Superintendents assistants to examine justices' dockets in their respective counties, and to collect such sums as may be due to the State and her trust funds, their compensation to be that fixed by the act of March 10, 1873, relating to the Attorney General's office. I am satisfied, from reliable information, that in many counties in the State large sums of money remain in the hands of Justices, which ought to be in the school fund, but which my regular assistants have not succeeded in collecting.

Very respectfully,

C. A. BUSKIRK,
Attorney General.

EDITORIAL.

The Journal again extends to its readers a "HAPPY NEW YEAR." It greets them with kind words and good council. It is now *twenty-two* years old and has seen a great deal of the world for one so young. It has visited almost every school district in its native state, has traveled frequently in every state and almost every territory in the Union, and now makes regular trips to Great Britain, Germany, Japan, and the Sandwich Islands. It has been a close observer, and, from what it has seen, is firm in the belief that *ignorance* is the great curse of the world. It believes also that the teachers are, or ought to be, the greatest intellectual and moral power in the land. It further holds that a person can only be truly happy when he is doing good—its greatest enjoyment has come to it in this way. It never enjoyed itself more than when it was working for higher school tax, county institutes, the state normal school, county superintendency, higher pay for good teachers, etc., and it expects to spend the rest of its life in working for similar worthy ends. It recognizes that the great questions now to be solved are, "What are the essentials of an education?" and "How shall children be taught so that the best preparation for the next higher grade shall, at the same time, be the best possible preparation for the active duties of life, if the education shall stop there?"

The Journal wishes again to extend to its many friends its hearty thanks for their frequent kind words and earnest support, and promises to put forth every effort in its power to repay these kindnesses by being *worthy* their confidence and support.

POLITICS AND THIS JOURNAL.

We wish at this time, before any political conventions have been held, platforms made, or candidates nominated, to again declare the Journal's standing with reference to politics in general. The Journal is not a political but an *educational* paper, and it is just as essential for the general good that partisan politics should be excluded from its pages as it is that the same should be excluded from our public schools.

The Journal's political creed is, "Good and efficient public schools, from the district school to the state university." It is for such a system of schools and *against* any person or any party that may oppose it. It is for our school *system* as it is, except as it may from time to time be changed in minor particulars for the better, and it will oppose with all its might anything or person that would in any way cripple it.

For example, if either party, in its folly, should put into its platform, an article condemning county superintendency or high schools, the Journal would do what it could to keep such a party from gaining the power to carry out its threat, and if the candidate for superintendent nominated on such a platform should indorse that feature of it, the Journal would do its best to have him defeated,—not on account of his politics, but on account of his educational imbecility. In short, the Journal is for the schools and against whatever opposes them.

In this connection, the Journal wishes to express the hope that both or *all* political parties will nominate for superintendent of public instruction *good* men—men who are recognized as standing well up in educational circles. Politicians ought to know, by this time, that teachers are the most independent class of voters in the country, and that they are determined to vote for the highest interests of the schools rather than for party. Self-protection, patriotism, and principle all unite in demanding that teachers should vote for men who are both able and willing to work for the highest interests of the schools. The office of state superintendent ought not to be a political office, and we should be glad to see all the political parties nominate the same man—that man to be suggested by the state teachers' association.

GIRLS AND MUSIC.

Years ago, when it was thought that girls had not sense enough to comprehend mathematics, Latin, philosophy, or any of the substantial branches always pursued by boys in completing an education, it was customary to have them study instead music, drawing, painting, French, rhetoric, history, etc., branches which gave plenty of exercise to the fingers, tongue, and memory, but made no appeal to the reasoning powers of the mind.

Notwithstanding the fact that this false theory in regard to woman's intellectual capacity has been exploded, and women all over the civilized world

are entering high schools, normal schools, colleges, and universities, and doing with credit exactly the same work prescribed for men, yet the old idea seems to prevail that girls must give an extra amount of time to what are usually termed "the *accomplishments*."

Music, especially, comes in for the lion's share of time and attention. The prevailing notion seems to be that every *girl* must take music lessons—not simply to learn to sing, but must learn to play on the piano. Every girl whose parents, by any possibility, can raise money enough to pay for it, must study music. It does not matter that she has no ear, voice, or taste for it; it does not matter that the piano will exclude all possibility of procuring pictures, books, magazines, and other means of refinement and culture; it does not matter that the girl has only the merest rudiments of a primary education—that she spells horribly, reads blunderingly, converses execrably; it does not matter that she is wholly unable to carry on a conversation with an intelligent person on any of the current topics of the day, or any branch of study; it does not matter what else is or is not, she must take lessons on the *piano*.

That such a course is ridiculously absurd, no sensible person can doubt.

1. We can think of but few reasons, and these not very good ones, why a girl should give more attention to music than should a boy. Both should regard music as a desirable preparation to right and happy living, and should study it both for their own sakes and the pleasure of their friends.

2. At least *nine-tenths* of those who study music, having neither the taste nor the time or means to keep it up, after entering upon the active duties of life, drop it.

3. One half the time, money, and study given to instrumental music would make a girl of average ability an excellent botanist, a well posted historian, a creditable authority in English literature, a well informed person. This study given to any of the branches named, or any one of many others, would be worth vastly more to the average girl than all the music she could possibly crowd into her head—or fingers.

We like music—like it very much—but in our opinion it should not be made the chief end of a girl's educational existence. Let her be taught that her voice and her fingers are not the most important part of her character.

Our motto is, give girls just as thorough and just as substantial an education as is given to boys—let the general education be the same, then let the taste of the student and the means of the parent determine the kind and extent of the special education.

READING.

In the October number of the Journal for 1877, we published an editorial article on *Reading*, that has received unusual attention. It has been copied into other educational papers, and persons in whose judgment we have great confidence have seen fit to extend to us their personal appreciation of it. One

superintendent said, "That is the best article of the year; I called the attention of my teachers to it at once, and it will do us good. I wish to thank you for it." Another, than whom no one in the state stands higher as authority in educational matters, said to me, "I indorse every word of it."

Neither has it escaped criticism. Professor Hamill, an elocutionist of deservedly high standing, thought it so pernicious that he has already written two articles for the Journal severely criticising it (one article appeared in the December Journal), and he promises a series of articles on the subject, which we shall be glad to print as we can make room for them. It is not our purpose, at this time, to defend the article against any criticism; we only ask teachers to turn back and re-read it, and at the same time remember that it was not intended for teachers of *elocution*, but for teachers of *reading* in the common schools. Do us the favor to re-read the article referred to.

We wish to call special attention to the "First Reader Lesson," in this Journal. It is the first of a series of suggestive lessons promised by State Sup't Smart, on the part of the State Board, as a feature of their "Suggestive Questions." This article is by President Jones, of the State Normal School. We are confident that if these lessons are studied as they deserve to be, they will be of very great value to every teacher of reading.

CO-EDUCATION OF THE SEXES.

In this section of the country where all high schools, academies, normal schools, and nearly all colleges admit ladies to the same course of study laid out for gentlemen, it sounds a little strange to hear the question of co-education called into question. While mixed schools in the higher grades are the rule in the North and West, they are the exception in the East and almost unknown in the South.

For several months past Boston has been almost distracted over the matter. It seems that a number of girls demanded admission to the Latin high school which is attended only by boys, and here began the trouble. Long petitions were presented to the School Board asking their admission, and others more *weighty*, if not so long, for their rejection. President Elliott, Charles Francis Adams, and others of similar standing, wrote letters against it, while an equal number of the most liberal-minded men and women fought valiantly for the weaker (?) sex. The papers were full of it—most of the Boston papers taking the side of admission and co-education. Doubtless many unjust and hard things were said on each side, but it is all over now. The Board decided *not* to admit the girls, but agreed to open another Latin school for them of the same grade as the one now attended by the boys.

It is remarkable to notice the fact—and it is a fact—that the persons who oppose co-education are persons who have never tried it; they oppose it simply on *theory*.

1. The *theory* that women are mentally inferior to men and cannot maintain themselves in a thorough college course, has been a demonstrated lie for

years. If a man has had an ignorant mother, has married a silly wife, and associates only with weak minded women, he is excusable for advocating this theory; otherwise, not.

2. The theory that women are physically unable to master a college course in the time required by men to do the same, is *asserted* by Dr. E. H. Clark, and other *men*, but women who have tried it uniformly deny the assertion. The women, in this case, are certainly the best judges, and we prefer their testimony.

3. The *theory* that the morals of women are endangered by attending mixed schools is the merest "moonshine." A comparison of the histories of "mixed" colleges with those exclusively male or exclusively female, will demonstrate the fact that the moral tone of both sexes stands higher in the "mixed" schools than in either of the others. The uniform testimony of those who have *tried* it is that co-education improves the morals, elevates the scholarship, refines the taste of both men and women, and gives each a truer conception of the real character of the other.

TOWNSHIP HIGH SCHOOLS.

The State Superintendent has decided that the law allows a township high school independent of what is known as a township *graded* school. It is well known that teachers in the district schools cannot, in justice to themselves and the pupils studying the "common branches," take time to teach any of the "higher branches," and yet there are many young men and young women in almost every township who ought to study beyond the "legal" branches, and who would do so if opportunity were afforded within easy reach. To relieve the district schools and to stimulate every pupil in them to greater exertion, the trustee is authorized to open this central high school, to which such pupils will be admitted as have graduated from the district schools, or can pass the required examination. Such a school, wisely conducted, would be worth ten times what it would cost to any township organizing and supporting it.

SCHOOL FUND.—It is certainly known to all Indiana teachers that Indiana has the largest school fund of any of the United States—not the largest in proportion to its size, wealth, or population, but absolutely the largest. It amounts to \$8,870,872.43, according to the superintendent's report for 1876, and it grows each year. This is known as the school *Fund*, and may be increased but can never legally be diminished. The school *revenue* is composed of the interest on this fund, the direct 16 cents tax, local tuition tax, proceeds of liquor licenses and unclaimed fees. This school fund, large as it is, yields but a small part of the *revenue*. The total tuition revenue is about *three and a quarter* millions, while the amount derived from the school "fund" not quite half a million.

THE CHICAGO WEEKLY JOURNAL gives more space to educational matters than does any other metropolitan weekly in the country, or in the world, for that matter. It does not seem to give much attention to methods of teaching or the philosophy of education; it leaves these matters to strictly educational papers, but it devotes itself to the dissemination of educational news. It is, without question, the best educational *newspaper* published. The number just received gives *six* full columns to education. It is gratifying to find a great newspaper giving so much space to this important element in our civilization.

This educational department is conducted by Prof. W. P. Jones, who is eminently qualified for such a position.

A LITERARY FRAUD.—The *Educational Weekly* devotes nearly two full columns to advertising a so-called Literary Bureau, and does it for nothing, at that. The fact that it is in the shape of an editorial and condemns the enterprise, does not detract from the value of the advertisement. The proprietors of the Bureau could afford to pay the Weekly *double price* for the use of its editorial columns. True enough, the article severely criticises the swindlers and the swindled, but this does not destroy the effect for those who would patronize such an institution do not do it because it is *right*, and the Weekly will carry the information to thousands who would otherwise not know of the *temptation*. We are surprised at the Weekly.

"A BILL to establish an Educational fund, and to apply the proceeds of the public lands to the education of the people," is the title of a bill introduced into the United States Senate November 22, 1877, by Senator Hoar, of Mass. It was read twice and referred to the Committee on Education and Labor. The principal features of the bill are 1. "That the net proceeds of the public lands, the net proceeds of patents, and all sums hereafter repaid to the United States by railroad corporations, either as principal or interest, upon any loans of money or credit, or bonds loaned to them or for their use, or guaranteed for them by the United States, are hereby set apart for the education of the people."

2. That the proceeds of this vast sum shall be distributed to the states according to the number of their illiterates for the first ten years; after that, in proportion to population. The money to be used as a *tuition* revenue.

If you do not get your Journal by the 15th of the month, write at once.

If you wish the address of your Journal changed, give the old post office as well as the new, together with the county in each case.

MISCELLANY.

NOTES FROM THE CENTRAL NORMAL SCHOOL AT LADOGA.

The present term has the largest and most regular attendance of any term since the organization of the Institution. The school is even larger than it was last summer during the last long session of the year. Every department is thoroughly organized. Classes are sustained in every year of the course. A professional spirit among the students has increased very perceptibly. Fully half in attendance have had some experience in teaching. The average age of the present pupils is twenty-one years. Enthusiastic work seems to have possession of every one connected with the normal. Nineteen-twentieths of the students are studying by programmes. That self-discipline by which one is able to concentrate every power of his being upon the particular subject under investigation, is held to be one of the highest objects of school training.

We learn that O. Robe, Scientific of last year, has one of the best schools in Delaware county. J. V. Coombs, member of same class, is principal of Waveland public schools, and has a fine interest in the high school of which he is teacher. Mrs. Lizzie Schurr (Marshall) superintends the Ladoga schools. She has overcome every vestige of prejudice against a lady superintendent by showing herself fully equal to the position. J. E. Sherrill has a normal class in his school at Mt. Meridian. S. Trotter is doing good work in Hendricks county. These, and many others of our last year's students, write that teaching is full of interest and pleasure, and that they are continuing their study of didactics with renewed and increasing zeal. Chapel exercises are varied this term by a series of fifteen minute addresses by the teachers. The Principal spends one hour per day in the library, showing pupils how to use books in investigation of the topics assigned in the different classes. The library is free, and is open at all hours of the day.

WE would call special attention to the following extract from a circular sent to teachers by Wm. Vandyke, sup't of Ripley county. It should be read and heeded by every teacher in the state :

“ It is of the utmost importance for the preservation of the health of your pupils that you give particular attention to the ventilation and cleanliness of

the school room—that your pupils receive the proper amount of physical exercise, using a watchful care as to when, where, and how they play. Well regulated physical exercise, daily, in the open air, is indispensable to the preservation of health, but all excesses should be carefully guarded against. Never suffer children to play out of doors in the rain, to sit in draughts of cold air, nor take off any article of clothing after play-time to ‘cool off.’ The fatal consequences of such practices are alarming. Bad ventilation, imperfect heating, and the carelessness and thoughtlessness of some teachers in regard to the most simple laws of Hygiene are the sources of many of the direful evils that childhood is heir to. The injurious consequences arising to the physical health is not the only evil resulting from neglect of these principles. The injurious effects upon the mental and moral natures are equally disastrous, and the want of observance of these principles on the part of teachers is not less than criminal, and deserves the strongest censure. You should feel, in view of the above hints, that there is a deep responsibility resting upon you; that it is your imperative duty to protect and promote the health of your pupils, bearing in mind that the highest intellectual attainments are no compensation for a ruined constitution.

SEYMOUR.—The report of the Seymour schools for November shows, daily attendance, 498; per cent of attendance, 94.5; cases of tardiness, 72; neither tardy nor absent, 280; number of visitors, 62; number enrolled, 599. This shows an average daily attendance of 24 per cent over the corresponding month last year, while the cases of tardiness have been diminished 25 per cent. J. W. Caldwell is the superintendent.

BROOKVILLE.—The Brookville schools report 313 enrolled, and an average per cent. of attendance of 94, with 4 tardies the first month and 6 the second.

NEWTON COUNTY.—Superintendent Pence, through a circular, makes a strong appeal to parents to visit the schools. A report of the Kentland schools shows them in a healthy condition under their new principal, H. H. Brighton. R. F. Kerr, teacher in the grammar grade, is editor of an educational column in “The Gazette.”

PARKE COUNTY.—The October programme prepared by the superintendent for the Parke county township institute, has come to our desk. If the others are as good as this, and teachers prepare their work as contemplated by the superintendent, they will learn something of the philosophy of teaching while they are getting subject-matter and methods.

VERMILLION COUNTY maintains a good county teachers' association. Superintendent Campbell is industriously doing all in his power to elevate the educational sentiment of both teachers and people.

THE State Normal has a larger attendance by 75 per cent than ever before at this season of the year.

SUPERINTENDENTS' CONVENTION.

[The following report was sent in in good time, but was overlooked.—ED]

Pursuant to a call issued by the superintendents of Crawford and Orange counties, the superintendents and high school principals representing the counties of Jackson, Harrison, Martin, Crawford and Orange, met in convention at Paoli, September 25, 1877, for the purpose of effecting a permanent organization, and to establish a uniform system of gradation for the several counties. Prof. J. M. Johnson, of Marengo Academy, was chosen president; Prof. Wm. P. Pinkham, of the Southern Indiana Normal School, secretary; J. L. Noblitt, corresponding secretary.

At the request of the convention, Prof. Pinkham opened the discussion of the subject of grading district schools. He divided the subject into the following topics; 1. Definition; 2. Method; 3. Mode; 4. Purpose; 5. Advantages; 6. Difficulties; 7. Means of maintaining; 8. Introduction; 9. Programme. Each topic was treated separately.

Under the head of difficulties, the following points were explained: 1. The putting of pupils back in their text books. 2. How to dispose of dull pupils (a) Those generally dull; (b) Those dull in some one particular. 3. How to dispose of bright pupils. 4. Irregular attendance. 5. Unequal advancement of the pupils. 6. The desire of pupil or parent to dictate the work of the pupil.

The convention continued in session two days. A commendable interest was manifested by the members in the discussions. The schools of Orange county were graded last year. Gradation will be introduced into the other counties at once. Prof. Pinkham and Supts. McGuyer and Springstun were appointed a committee on permanent organization, to report at the next meeting of convention, to be held at Orleans, Ind., about the first of March, 1878, the day to be fixed by the committee on organization. The following persons were appointed to read papers at the next meeting: J. W. C. Springstun, subject—Examination of teachers; William P. Pinkham—The work of the township institute; Thomas F. McGuyer—County Superintendents' visits to schools; J. L. Noblitt—The work of the County Board of Education.

REPORTER.

NOTES FROM THE NORTHERN INDIANA NORMAL SCHOOL.

Enrollment present term, 1,341. At the same rate of increase as during preceding years, the summer term will open with 1,600. Despite the cold weather, "College Hill" is alive with workmen. New buildings are being erected, and old ones repaired. The rooms in the boarding halls are being arranged in suites, consisting of a study-room, bedroom, and wardrobe. Students will now be provided with much better accommodations than ever before, and at no greater expense. The "Star Society" has found it necessary to enlarge its hall. When the room is completed, it will be 25 by 70 feet.

The extra furniture necessary to complete its outfit has already been purchased. The "Crescent Society," though somewhat younger than the Star, has furnished a large hall, purchased an organ, and is now making arrangements for a fine library. The work in the class-room keeps pace with the outside improvements. Each term something new is introduced, which causes the interest to continually increase.

At present the teachers' class is discussing the subject of arithmetic. As so much has been written with reference to the primary work, we will not burden the readers of these "Notes" with a review of that part of the work, but will pass it, by saying that the "Object Method," as presented by Mr. Brown, is peculiarly his own, and must be witnessed to be understood. This is used to illustrate the elementary principles, analysis for the "whys," and shorter methods for business. The principles of analysis, as used at the Normal, are illustrated by the following simple problems:

I. If 1 yard of cloth costs \$3, what will 5 yards cost?

1. The cost of 1 yard = \$3.

2. The cost of 5 yards = $5 \times \$3 = \15 .

∴ if 1 yard of cloth cost \$3, 5 yards will cost \$15.

In analysis, the sign \times is always read "times," and never "multiplied by."

The second equation reads thus:—The cost of 5 yards of cloth = 5 times \$3 = \$15. This makes the \$3 the multiplicand; the 5, when repeated, an abstract number—the multiplier; and the product is of the same kind as the multiplicand. This avoids all difficulties, and answers all of the "whys," with reference to that question.

In the above problem, we have reasoned from one to many. We shall now take one in which we reason from many to one.

II. The cost of 3 yards of cloth is \$15, what will 1 yard cost?

1. The cost of 3 yards of cloth = \$15.

2. The cost of 1 yard of cloth = $\frac{1}{3}$ of \$15 = \$5.

∴ if 3 yards of cloth costs \$15, 1 yard will cost \$5.

The analysis of all problems depends almost wholly on these two principles, as will be more fully demonstrated in the future.

NEW ALBANY is rapidly approaching the front rank in her school work. Supt. H. B. Jacobs has been indefatigable in his efforts to perfect her system of education, and the reward of his labors is apparent in the systematic thoroughness in the schools of this place. Recently we had the pleasure of witnessing some of the primary work of these schools, in the monthly institute of the city teachers. Misses Mollie E. Connolley, Alice Plumer, and Clara B. Ravenscroft—three teachers from the Female High School alumni—held the audience in the closest attention for the period of about three hours, in an explanation of the work done in primary arithmetic, exhibiting the beautiful relation and connection between the same work of the different primary classes. The work is certainly the most complete it has ever been

my privilege to inspect. Not a step is wanting, everything is lucid and complete. I am inclined to believe that the work in these schools is in many respects equal, and in some respects superior, to similar school-work elsewhere in this state. The citizens of this city are jealous of the proud name which their educational advantages is procuring for them. A visit to these schools will convince the most skeptical of the verity of my conclusions. We are glad to know that the southern part of this great state is awakening to a true appreciation of its educational status, and tending upward in its literary and moral advancement. W.

NATIONAL MEETING OF SUPERINTENDENTS.

This meeting, at Washington, D. C., was the *largest* of the kind ever held. Twenty states were represented. The first session was held Tuesday morning, Dec. 11, and the last, Friday morning, Dec. 14, sessions occurring regularly each half day between. J. P. Wickersham, of Penn., was the presiding officer.

Among the papers presented were the following :

1. The Educational Needs of the South, by Dr. Orr, State Superintendent of Georgia.
2. Industrial Education in the Common School, by J. D. Runkle, LL. D., Pres. of Mass. Institute of Technology.
3. The Academic System of Mass., by Hon. G. B. Loring, of Mass.
4. The High School Question, by James H. Smart, State Superintendent, of Indiana.

A report was presented by J. P. Wickersham, of Penn., upon the Educational Exhibit of Paris. A report upon the best state school system was made by James H. Smart, of Indiana.

Various questions were discussed by the most prominent educators in the country, among whom were John D. Philbrick, of Mass.; Neil Gilmour, of N. Y.; John Hancock, of Ohio; Henry Newell, of Md.; H. A. M. Henderson, of Ky., and Com. Eaton, of Wash.

Members of the Convention called upon President Hayes and appeared before several congressional committees. A banquet was given to the members of the Convention on Thursday evening. The meetings of the Association were attended by President Hayes, members of the Senate and House, and many of the most prominent men and women in Washington.

THE Lake Forest University building, at Lake Forest, Ill., was totally consumed by fire December 15. Loss \$80,000, insurance \$15,000. Library and furniture saved. College classes will meet in the Academy building.

A SWINDLE.—We are continually receiving letters from persons in your state, who inform us that they have given money to a man calling himself M. S. Gardner, to pay for a magazine called "Myra's Paris Journal," which he represents is published by Appleton & Co., 814 Broadway, this city. There is no paper published at the address given by him, nor do any of the fashion dealers or journals know anything of M. S. Gardner, or "Myra's Paris Journal." Please notify your readers, and so protect them from swindlers.

D. APPLETON & Co., 549 and 551 Broadway, N. Y.

D. ECKLEY HUNTER, the permanent secretary of the State Association, in accordance with a resolution of the Association, has purchased a book in which to record the names of all teachers who become members of the Association, and those who attend at each meeting. He opens the book by recording 181 names of persons who attended the first meeting of the Association in 1854.

PERSONAL.

JAMES H. SMART, state superintendent, as we have been informed, has consented to allow his name to go before the Democratic state convention, soon to be held, for re-nomination to the office he now holds. This is equivalent to saying that Mr. Smart will be the next candidate on the Democratic side of the House. That Mr. Smart has made an excellent superintendent is almost universally conceded, and the party will do itself credit and the state a service by re-nominating him. There is no constitutional bar to this, as has been at times suggested.

Geo. I Reed, editor of the Peru Republican, is president of the Peru School Board. Being a man of liberal education, and having spent several years of his life as a teacher and one or two years as superintendent of the Peru schools, he knows how to sympathize with teachers, and is the right man in the right place.

Judge Coffroth has resigned his position as trustee of Purdue University.

Mr. and Mrs. Ford, of Kalamazoo, Mich.; Mr. and Mrs. Swift, of Laporte; Mr. Kummer, of South Bend, and Mr. Fertich, of Muncie, are among the instructors announced for the St. Joseph county institute. Sup't Moon is determined to make his first institute a success, if an abundance of able help will make it so.

President White, of Purdue University, will deliver an address at the annual meeting of the State Board of Agriculture, in January, on "Education as a means of rendering farming attractive to the young."

INSTITUTES.

STARKE COUNTY.—Institute met October 29, at Knox. Sup't Mussulman was elected president, and W. P. Chadwick secretary. The attendance was good, and the interest continued till adjournment on Saturday. Those who assisted in the instruction of the institute are as follows; The Sup't, Dr. J. B. Hoag, J. J. Mirth, G. A. Netherton, Lavis Humphrey, W. M. Shumaker, Geo. A. Murphy, Ella Wilhelm, W. P. Chadwick, Jennie Prettyman, George Bender, Mattie Tilton, J. A. Williams, S. Norris, W. R. Chadwick, L. Collier, A. L. Percell, E. W. Shilling, Professor W. H. Fertich, of Muncie, and others. Among the resolutions passed was the following, which the Journal indorses: *Resolved*, That the practice, often prevalent, of paying lady teachers less wages than men for equal services rendered, is an unjust policy which should at once be abandoned; and we also recommend that the wages paid teachers correspond as nearly as practicable with the known capacity of the teachers and the grade of teachers' license.

FULTON COUNTY.—The Fulton County Institute convened at Rochester, Nov. 19th, and continued five days. The enrollment was 230; average daily attendance, 150. The work of the institute was divided between home and outside talent. The home workers were Sup't Myers, W. J. Williams, W. H. Sickman, A. F. Bowers, Sidney R. Moon, of Rochester, and F. P. Bitters, of Akron. The transient workers were, W. A. Bell and A. C. Shortridge, of Indianapolis, Prof. Ridge, of Cincinnati, and Prof. Thompson, of LaFayette. A lecture was given Tuesday evening by W. A. Bell. An elocutionary entertainment was given Friday evening by Prof. Ridge. At the last session of the institute, the following resolutions were unanimously adopted:

Resolved, 1. That we, as teachers of Fulton county, agree that we will, both by example and precept, teach principles of temperance and morals, and aid in the temperance work now in progress in this county. 2. That we heartily approve of the system of grading proposed by Sup't Myers, and that we, to the best of our ability, will grade our respective schools in accordance therewith. 3. That our thanks are due to Sup't Myers, for the excellent manner in which he has conducted the institute. E. MYERS, Sup't.

J. F. AULT, Secretary.

BOOK TABLE.

DICKENS' LITTLE FOLKS.—Nothing has given the writings of Charles Dickens so strong a hold upon the hearts of parents as the well-known excellence of his portrayal of children and their interests. These delineations having received the approval of readers of mature age, it seemed a worthy effort to make the young also participants in the enjoyment of these classic fictions. With this view, the different child characters have been detached

from the large mass of matter with which they were originally connected, and presented in the author's own language, to a new class of readers, to whom the little volumes will, we doubt not, be as attractive as the larger originals have so long proven to the general public. A series of twelve volumes has been prepared, presenting, among others, the following characters: "Little Paul," from *Dombey & Son*; "Smike," from *Nicholas Nickleby*; "Little Nell," from the *Old Curiosity Shop*; "The Child Wife," from *David Copperfield*, etc. A new edition of the first volume of this series, "Little Paul," from *Dombey & Son*, has just been issued, illustrated by Darley, and attractively bound. The other volumes will follow at short intervals. Price, \$1. Publisher, John R. Anderson, Hartford, Conn.

LITTELL'S LIVING AGE is an eclectic weekly, and no other magazine within our knowledge furnishes as much *choice* literature as does this. The ablest articles from the ablest writers on both continents appear in it. It is a library within itself, as it covers all departments of literature. Price, \$8 a year. Littell & Gay, publishers.

THE IOWA NORMAL MONTHLY, edited by W. J. Shoup, at Dubuque, Iowa, is a new educational journal that looks well, reads well, and ought to take well with "Hawk Eye" teachers; certainly they ought to take it.

SCRIBNER'S MONTHLY has no superior as an illustrated magazine. The best writers in the country contribute to it, and the variety of matter furnished makes it of interest to every one who wishes to keep abreast with the literature, science, and art of the day.

METRIC MANUAL FOR SCHOOLS, by Henry E. Sawyer. Published by the American Metric Bureau, Boston. H. S. McRae & Co., of Muncie, agents for Indiana.

Any one interested in this system of weights and measures, will be interested and instructed by this little book.

WIDE-AWAKE FOR 1878, promises to be an improvement upon its past high character. Besides several interesting serial stories by some of the ablest writers for young folks, there will be original music by T. Crampton, Parlor Pastimes by George B. Bartlett, Prize Guess-Work, Illustrated Short Stories, full page illustrated poems, papers of Foreign Travel, and Natural History. All by the brightest authors and artists. \$2 a year. D. Lothrop & Co., publishers, Boston, Mass.

NEW LATIN READER, by Albert Harkness, Ph. D., LL. D. New York: D. Appleton & Co.

This new Reader is not designed to take the place of Harkness' old Latin Reader, which is so well known and which holds a deservedly high place in the public estimation. It has been prepared expressly for use in schools that are obliged to dispense with the Introductory Book, and aims to be a commencing book in itself, and to furnish a thorough companion for the grammar. In Part first are found exercises in declension and conjugation only.

Part second introduces the learner to connected discourse, and contains selections from the best authors only. At certain intervals may be found exercises in writing Latin, which is a most commendable feature. A Latin-English and English-Latin vocabulary completes the work.

HIGHER LESSONS IN ENGLISH, by Alonzo Reed and Brainard Kellogg. New York: Clark & Maynard. Western agent: Abram Brown, 56 Madison street, Chicago.

This is a little work on grammar and composition, in which "the science of the language is made tributary to the art of expression." The authors of this book believe that the *principal* object of language study is to enable one to use correctly the language; they believe that the study of grammar as mental gymnastics has a disciplinary value, but that its highest office is to teach the student to speak and write correctly. We desire to call special attention to the logical, systematic, and admirable manner in which the analytic and synthetic study of the language are united and carried forward. As a work on grammar and composition combined, we can not now name its equal. A new and unique system of diagramming is given, which forms quite a feature of the book. Its many good points ought to insure it extensive patronage.

THE KINDERGARTEN GUIDE, by Maria Kraus-Bolte and John Kraus. New York: E. Steiger.

The educational world owes Mr. E. Steiger a debt of gratitude for the great pains he has taken to secure and publish everything of value that can be obtained on *Kindergartening*. He has taken more interest in this new branch of education than has any other publisher, and it is hoped that in the end he will get his reward. The book above referred to is in three vols., and is intended as an illustrated hand book for self instruction. The "gifts" are extensively illustrated and fully explained, so that there is no trouble in understanding every step without a teacher. The writer knows of one little four-and-a-half year old girl that is delighted in the use of the books, and she does not go to Kindergarten school either. There is no higher authority in this country on *Kindergartening* than Mrs. Kraus, the author of this "guide."

BUSINESS NOTICES.

AN EXCELLENT TEXT-BOOK.—A new school history of the United States, by Prof. John Clark Ridpath, which is a history in fact as well as in name, has awakened fresh interest in the subject, even among those to whom ordinary school books with a similar object have become distasteful. Teachers and scholars speak of its prominent features with enthusiasm, and evidently believe that no measure of commendation is too good for it. A hasty examination demonstrates to us that it contains more genuine and really desirable information about the country than any work of the kind we have seen.

Its prominent characteristics are completeness of narrative, ready helps in maps, diagrams, charts, and illustrations, perspicuous arrangement and terseness, all of which show the hand and brain of the accomplished scholar and expert historian, and seem to us sufficient to enchain the interest of youth, which many school histories fail to do. This work is already largely in use in many of the states, and its general adoption is probably only a question of time. A thoughtful examination by an intelligent judge of school text-books will prove conclusively that we have not overstated the merits of the volume, and it should therefore attract the prompt attention of all friends of our common school system.

Cook's Monthly Report Cards are the most convenient blanks ever published on which to make reports to parents. They were prepared with care by O. S. Cook a man who has had years of experience with records and blanks, both in the school room and out of it. Every parent wants a report,—every teacher wants the most convenient and inexpensive blank on which to send the items,—hence, everybody wants Cook's Monthly Report Cards. Address O. S. Cook, 63 and 65 Washington st., Chicago.

Quackenbos' American History for Schools, published by D. Appleton & Co., is undoubtedly the best school history in the market. The chapters on Mound Builders—Indians—Esquimaux, and Early Discoveries of different nations, in Quackenbos' American History for Schools, are the best treatment of those subjects for common schools that we have seen. The illustrations in the first chapter are full of instruction. The analytical reviews and outlines at the close of chapters throughout the book are very excellent features, especially in a work designed for school use. The publishers aimed to surpass all rivals in the preparation of this book, and it is evident that they have succeeded. Teachers and school officers will do well to secure a copy of this model work by addressing the agents, C. E. Lane or D. B. Veazey, 117 State st., Chicago.

THE Central Normal School at Ladoga is meriting and enjoying a high degree of prosperity. No pains or expense are spared to make the school worthy the extensive patronage it is receiving. The faculty is a strong one, and the instructors are making the *actual needs* of our common and graded schools a special study. The second Catalogue is just out. It is a neat pamphlet of twenty-four pages, and can be obtained by addressing the Principal, W. F. Harper. All persons expecting to attend school should investigate the advantages offered by the Central Normal. (See advertisement in this number of the Journal.)

New Plays, suitable for school exhibitions and amateur entertainments. *No scenery required.* Pure in tone and language. Keenly interesting and take well. Dramas: "Odds with the Enemy," "Seth Greenback," "The sparkling cup" (temperance). Farces: "A correspondent," "Initiating a granger," "A family strike." Price, 20 cents each. For play or descriptive circular, address T. S. Denison, DeKalb, Ill.

Bowen, Stewart, & Co., No. 18, West Washington st., Indianapolis, have the largest stock of books in the state, and there is nothing in a teacher's line that they have not or cannot get. Their store is a sort of headquarters for teachers, to whom they always show special attention. Teachers visiting the city should call and see them even if they do not wish to buy. Teachers can get any book published by any publisher, by mail, if they will write to this house.

J. & P. GRAMLING, Merchant Tailors, No. 35 East Washington st., Indianapolis, are extensive dealers in ready-made clothing and gents furnishing goods. This is one of the oldest and one of the most reliable establishments of the kind in the city. A person always gets what he buys, and gets it at a reasonable price.

ELOCUTION SCIENTIFICALLY TAUGHT.—*S. S. Hamill*, author of "The Science of Elocution," and Professor of English Literature, Rhetoric, and Elocution, Illinois College, will give private instruction in Vocal Culture, Reading, Speaking, and Gesticulation. Special courses for ministers, lawyers, and those wishing to prepare themselves for Professional Readers or Instructors of Reading in Colleges and High Schools. Send for circulars containing diagrams of the principles of expression. Address, Jacksonville, Ill. 10-tf

W. H. FERTICH's "Instructive Elocution" is selling more rapidly this year than last. The price has been reduced to only 75 cents. The original lecture and chapter on "Methods of Class Work," are alone considered worth the price. Every teacher and student of Elocution ought to see this concise and practical system of instruction, especially suited to the private learner.

Sent post-paid on receipt of price. Address the author, Muncie, Indiana.

12-tf

BE sure to read the new advertisements this month. They give information which every well posted teacher should have.

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ORAL READING.—II.

 S. S. HAMILL.

 HERE is another point in the article on Reading in the October Journal to which I wish to call attention, because it contains a very plausible and generally accepted fallacy.

It is the following: "The fact is, that when a person is thoroughly possessed of the thought and feeling of an author, the proper expression comes of itself."

If this be true, how are we to account for so much defective reading? Teachers in the school room do not read well the selections they have conned over for years,—ministers do not read well the hymns they have committed,—and but few persons are able to give appropriate expression to the beauties of Shakspeare. Will it be claimed that those persons do not understand the thoughts and feelings of the authors? This cannot be sustained, for teachers do understand the selections they read, ministers do understand the hymns, and scholars do understand Shakspeare.

The not being "thoroughly possessed of the thoughts and feelings of an author" will not account for so much defective reading. It can only be accounted for by the fact that between the comprehension and the expression of the thought and feeling there is a science which is not understood, an art which is not mastered. And the cause of "much of the execrable reading we hear in the schools arises from the fact that teachers"

neither understand the science nor the art of expression, and therefore cannot teach them.

Do you doubt this assertion? Go into the institutes, ask the teachers how the various selections found in our school readers should be read,—with what form, quality, force, stress, pitch, and movement, and not one in twenty can tell.

Now, I need not say, for no one will deny, that these elements, in some combination, enter as necessarily into every vocal utterance, as the processes of addition, subtraction, multiplication, and division enter into the solution of problems,—nor need I say that the excellence in reading depends as much upon the appropriate combination and perfect illustration of these elements, as the correctness of the results depends upon the accuracy of the processes. Would you expect pupils to be skillful in the solution of problems if the teachers who instructed them could neither tell nor illustrate the processes the solutions required? Why expect them, with similar instruction, to be good readers?

Reading, like arithmetic, is both a science and an art, and cannot be taught successfully without a knowledge of the science to determine, and a mastery of the art to illustrate the principles.

Now, to determine what elements of expression a selection requires, of course the thought must be fully comprehended, but a simple comprehension of the thought without a knowledge of the science of expression does not determine the elements, much less does it give the ability to express them.

A person may be “thoroughly possessed of the thought and feeling” of “The Closing Year,” by Prentice, yet entirely ignorant of the fact that the appropriate utterance of the selection requires aspirate, pectoral, and orotund qualities of voice, effusive form, etc., and he may know, theoretically, the appropriate elements, and yet not be able to give practical expression to that knowledge. His comprehension of the thought will depend upon his knowledge of the meaning and relations of words, his appreciation of the grand and sublime scene described,—his ability to determine the appropriate elements of expression upon his knowledge of the general principles, that awe and amazement always require aspirate and pectoral tones, sublimity, oro-

tund, etc., etc.,—and his power to express the selection upon his skill in the use of tones.

The being “thoroughly possessed of the thoughts and feelings” of one of the sublime hymns found in the various collections will not give a minister an orotund quality with which to read it, if he habitually uses a nasal twang, nor will the being “thoroughly possessed” of one of Shakspeare’s impassioned, soul-stirring passages, give power and expression to a weak and lifeless voice. Something more is necessary. The science of expression must be understood, the voice must be disciplined, and this work must be begun in the primary school if we would have the children read well. When our teachers shall make each reading lesson consist not merely in interpreting the thought, but also in expressing the thoughts, then and not until then “much of the execrable reading we hear in schools” will cease.

Suppose we apply the principle that “when a person is thoroughly possessed of the thought and feeling of an author the proper expression comes of itself,” to a kindred subject, and how ludicrous it becomes.

Will the appreciation of a song give the ability to sing the tune? And yet the singing of the tune is as intimately connected with the appreciation of the song as the expression of the thought is with the being possessed of the thought. In the language of Dr. Rush, in the *Philosophy of the Human Voice*, we say: “If we wish to read well, we must first learn how.”

In another article I will attempt to show how Oral Reading may be successfully taught in connection with Silent Reading.

JACKSONVILLE, ILL., Nov. 28, 1877.

PROF. E. B. TAYLOR said, in a lecture “On the Philosophy of Languages,” at the London Institution: “Should the extraordinary increase of English-speaking people continue at the existing ratio, there will, in twenty-years, be 860,000,000 of them, as against 80,000,000 of French or German. The English language bids fair to overwhelm all others.”

Prof. James Orton, of Vassar College, died in September, in South America.

U. S. HISTORY.—PERIOD OF DISCOVERIES.

CYRUS HODGIN.

INTRODUCTION.

“THE roots of the present lie deep in the past, and nothing in the past is dead to the man who would learn how the present comes to be what it is.”—*Stubbs*.

The discovery of America by Columbus stands out in history as an event of supreme importance, both because of its value in itself, and because of its reflex action upon Europe. It swept away the hideous monsters and frightful apparitions with which a superstitious imagination had peopled the unknown Atlantic, and removed at once and forever the fancied dangers in the way of its navigation. It revolutionized the commerce of the world, and powerfully stimulated the intellect of Europe, already awakening from the long torpor of the Dark Ages. It opened the doors of a New World, through which the oppressed and over-crowded population of the Old World might enter and make homes, build states, and develop a higher ideal of freedom than the world had before conceived.

But this event did not come to pass by accident, neither was it the result of a single cause. It was the culmination of a series of events, each of which had a tendency, more or less marked, to concentrate into the close of the fifteenth century the results of an *instinct* to search over unexplored seas for unknown lands.

The fifteenth century was the period of transition from the darkness, the bondage, and the sluggishness of the Middle Ages, into the light, the liberty, and the activity of modern times, and the discovery of America by Columbus was the one event of all, on which this transition hinged. The series of events which brought about this change, and which awakened, fostered, and stimulated this spirit of geographical discovery, reaches back through three or four centuries, and may properly be called *the historical condition in the Old World preparing for and making possible the discovery of the New*. The principal of these were the *Crusades*, the improvement of the *Mariner's Compass*, the travels of *Marco Polo*, and others, the *Invention of*

Printing, the beginning of the Protestant Reformation, and the Political Condition of Europe in the fifteenth century.

It is proposed to set forth, in a few brief articles, the leading facts concerning the above topics, and especially to show the bearing of each event upon geographical discoveries.

STATE NORMAL SCHOOL, Terre Haute, Ind., Jan. 5, 1878.

THE METRIC SYSTEM.

HAMILTON S. M'RAE..

THE Metric System of Denominate Numbers has, for a uniform scale, the number 10, and thus corresponds to the Decimal System of Notation. The system was first proposed in 1790, by Prince Talleyrand, Bishop of Autun. The linear basis proposed by him was the pendulum beating seconds in latitude 45° . Afterwards a committee of the Academy of Sciences, in an able report, favored the one ten-millionth of a quadrant of the earth's meridian as the fundamental unit. To ascertain this Delambre and Mechain measured an arc from Dunkirk to Barcelona. The accuracy of the result was secured by seven years of intelligent labor. France adopted the Metric System complete in 1840, Germany in 1872, Brazil in 1873, and it is now in general use throughout Christendom, except in Russia, Great Britain, and the United States. A Russian commission, after investigation in Germany and France, recommended the government to adopt it so soon as the press and schools prepare for it. England legalized the system in 1864, and the United States in 1866.

To teach the system to the youngest classes the best piece of apparatus is a school meter two or three centimeters (cm.) wide on each face. Show the plain face to the class and call it the meter face. Suggest that the meter may be worth a dollar. Showing next the decimeter (dm.) face, with its alternate white and black dm. parts, the children will associate that face with dimes. In like manner the centimeter (cm.) face, with its alternate white and black cm., will remind one of cents. The

remaining face, with its graduation in millimeters (mm.), will illustrate how small a part of a dollar one mill is.

It will aid to fix the meaning of dekameter (Dm.), hektometer (Hm.), and kilometer (Km), to suggest that we have the words decalogue, hecatomb, and chiliarch.

Repetition in concert of the prefixes, both those representing divisors and those representing multipliers, will be a good exercise. Write a table thus:

LENGTH.

10 mm. = 1 cm.

10 cm. = 1 dm.

10 dm. = 1 m.

10 m. = 1 Dm.

10 Dm. = 1 Hm.

10 Hm. = 1 Km.

To explain a unit of volume, the graduated, dissected, loaded liter block is the best thing; but any average boy, ten years old, ought to know how to make a cubic decimeter. For teaching capacity and specific gravity the graduated liter case with a glass face is useful, but not many except high schools will incur the expense of this.

To illustrate weight, have a tinner make a milliliter case. The distilled water which this will contain at 4 C. will weigh as much as one-fifth of a new nickel that is one gram (g).

Be careful to observe that the principal accent in metric denominations is on the first syllable, that *e* and *i* are generally short, that *c* has the sound of *s*, and that the regular abbreviations are simply the first two letters of the prefixes and the first letters of units, capitals being used when they represent multipliers.

THE report of the president of the Michigan University says: "The proportion of women to men scarcely changes from year to year. The women form a little less than nine per cent of the whole number of students."

CLOSE familiarity with a few great books will do more than anything else to enrich and discipline your mind.

MINUTES OF THE INDIANA STATE TEACHERS' ASSOCIATION.

INDIANAPOLIS, IND., Dec. 26, 27, 28.

The twenty-fourth annual meeting of the Indiana State Teachers' Association convened in the Plymouth Congregational Church at 7:30 o'clock, P. M., Pres. W. H. Wiley in the chair.

After an anthem, prayer was offered by Pres. Tuttle, of Wabash College, followed by a "Christmas Anthem."

The President then remarked that the Association was already in possession, but would now receive its formal welcome to the city.

W. A. Bell, President of the Indianapolis School Board, to whom this duty had been assigned, said custom had made it obligatory that in an address of welcome some topic of general educational interest should be briefly discussed. The thought which is now prominent in the minds of all educators throughout the country, and of many other people outside of their own ranks is, what shall we teach those children who only attend school for a short period? What shall be the course of study when only one, two, or three years is the only time during which a child will be in school? This thought becomes important when it is remembered that the average time at which children leave school is a little less than thirteen years, and that a large proportion never get within two years of the high school. What can we give these children to fit them for active life, and at the same time prepare them for the next higher grade? The old custom was to teach the three R's, and teach them in a very original way. Drawing, and the natural sciences, and music, have now been added, and the tendency is, perhaps, to give these subjects too much time. It is well that they should receive attention, but not to the neglect of the fundamental principles, to which the main strength of the child should be given. Less attention should be given to ornamental writing and more to teaching a plian, business hand. In Geography less time might be devoted to the learning of unpronounceable and unknown names of rivers, and more to the nature and geography of one's own country; more attention should be given to the practical parts of arithmetic and grammar, so that children might be fitted for business life. He recalled the fact that the members of the Pickwickian club were allowed to travel where they pleased on condition that they paid their own expenses. Upon the same conditions and terms he was happy to bid the Indiana State Teachers' Association welcome to the city. They were welcome to the hotels with the understanding that they paid their own bills; to the church in which they were now assembled on condition that they paid for the use of it. He was authorized to welcome them to any one of the noble institutions of the city—to the blind asylum, the deaf and dumb asylum, the

insane asylum [great laughter]—the reformatory or the police station, as their individual tastes might dictate, with only one proviso: that they should put the city to no expense. [Renewed laughter.] He cordially invited them to stay until their money gave out, and so long as they behaved themselves. [Applause.]

The retiring president, W. H. Wiley, accepted the humorous remarks of Mr. Bell in the spirit in which they were offered, saying that he expected his friend had been speaking to them somewhat ironically. In response to the earlier remarks of Mr. Bell, the president said that if they were able to arrange for such a course of study as had been indicated they might, with forethought, energy, and earnestness, raise the general standard of education, and eventually increase the length of time which children would remain in the public schools of this state. It is a serious thought that our children too frequently are imbued with the desire to get into the world and begin to do business, and be men and women before they have arrived at maturity or years of discretion. The great need is to teach the children and their parents that boys and girls must have time to grow as well as to learn, so that when they go forth into the world to do business they shall be men and women, physically, mentally, and morally, instead of being hastened into the work and business of life while as yet they are mere striplings. The retiring president then introduced his successor, who proceeded to deliver the opening address.

MORAL CULTURE IN THE SCHOOL ROOM.

Rev. J. H. Martin, of Franklin, the president of the year, said he had dared to select as his topic a very stale subject—"Moral Culture in the School Room." There are few questions concerning which men differ more widely than in their conceptions of what constitutes education. Turning from the various definitions given by the college graduate, the mathematician, the scientists, and members of the learned and sacred professions, as all alike unsatisfactory, let us find for ourselves a satisfactory definition. The lady educates the muscles of her fingers when she learns to play on the piano; the savage educates his boy when he teaches him how to scalp an enemy; and the Christian educates his child when he teaches him to perform deeds of benevolence. Education, therefore, means training. Bad training is education just as certainly as good training, and hence the child may receive a bad education or a good education just as his teacher may elect. It means also confirmed habit—any act, physical, moral, or intellectual, which, by repetition, becomes "second nature." Education is, in a word, the process or repeated processes by which all the powers of the child are drawn out, exercised, and strengthened in harmony. Every child will be very much what education makes it. In children are all the rudiments of full grown manhood, but like the crude materials in the hands of the skilled workman, they are as yet unformed and undeveloped. To mould and train them is the special work entrusted to the teacher. He must show that living germ how to unfold, that feeble intellect how to expand—not by pouring knowledge into it, as the quack doctor pours

his sickening nostrums into the stomach of his silly patient, but rather by drawing out that mind, just as the intelligent physician, by judicious advice, leads his patient into a course of living which, if carefully followed, will result in good health and soundness of body. The great work of moral training must not only begin in the family and the church, and depend upon these mainly for its accomplishment, but, under existing circumstances, the work of home and the church must be supplemented by that of the school. I would not be understood as wishing to introduce sectarian bigotry into our public schools. I simply plead for the inculcation of those great moral principles which all men recognize as right, and as constituting the great basis of human character. God's law, as written in the wants and needs of human nature, is paramount and must rule out every law, however established by custom or popular favor, when found to be directly or indirectly antagonistic to it. I would not have my boy returned to me at the close of his school life an intellectual giant, however distinguished for his genius or depth of thought, while in his higher soul-life he is left a moral dwarf. I would, therefore, have all science, whether physical, moral, or intellectual, taught in most intimate connection with the Bible; and this not for the good of the child alone, but for the good of the state. To be good citizens men must not only know their duty, but be inclined to do it. There is nothing in the nature of mere intellectual culture to awaken any such desire. To expect a development of the moral feelings from such training is to look for an effect without a cause. Law alone, however wisely framed, will not insure national prosperity, especially in a republic like ours. The future prosperity of this nation depends not only upon the intelligence but upon the moral integrity of the people. The state should therefore require the highest moral as well as literary qualifications of its public teachers. School officers should see to it that no man of doubtful morals is ever permitted to hold a license or enter as teacher the sacred precincts of the school room. If there be the right kind of teaching, from the primary upwards, the more the children learn of science in any of its departments, the more they will know of God and his attributes; and the more they know of him, the better citizens they will become.

Mrs. Anna E. H. Lemon and J. C. Chilton were appointed secretaries.

It was moved to appoint a committee on resolutions, and on vacancies and supply of teachers.

On motion of W. A. Bell, Geo. F. Bass was appointed railroad secretary.

By consent, D. E. Hunter named D. D. Blakeman as his assistant.

J. A. Zeller moved that a committee of three, with the permanent secretary as chairman, be appointed on Finance. Zeller, of Evansville, and Merrill, of Lafayette, were appointed.

MORNING SESSION.

THURSDAY, Dec. 27.

The Association convened at 9 o'clock, President Martin in the chair. Prayer was offered by Dr. Moss, President of Indiana State University.

TEACHING SCIENCE IN SCHOOLS.

A. W. Brayton, Superintendent of Natural Science in Indianapolis, read a paper on "Science in Elementary Schools." After remarking that the curriculum of study now in general use had far exceeded the requirements of the state school laws, he proceeded to show the advantages arising from the addition of grammar, physical geography, and other studies to the three primary studies, reading, writing, and arithmetic. In the ward schools of Indianapolis 10,000 pupils are studying fifteen branches; but no two teachers would agree upon the relative importance or the proper arrangement of these studies. Some of them are absolutely necessary for the interests of the state, while other branches, perhaps most of all that of music, may be looked upon as embellishments. Science is classified knowledge; it is trained and organized common sense; strict reasoning based on proper calculation. There is, however, a great difference between the scientific and classical student; one governed by text-books, the other makes investigation for himself, and has his mission more particularly in the class of producers. Classical education has been overdone. There are too many professional men; not enough producers to replace the national capital wasted during the war. Scientific education is a bread and butter training. It produces and saves that which would otherwise be wasted; and the proper place to begin that kind of training is in the elementary schools. What a priceless service is rendered to any human being when his eyes are opened to the wonders of natural history all around him. By adding some of these branches, study in other lines of teaching is quickened, and the pupil finds himself in possession of better powers of perception on all subjects. There is really nothing more practical than those scientific studies which are sometimes looked upon as mere useless embellishments. The great difficulty is found in the insufficient training of teachers, and a plan has been adopted in this city to supply apparatus and means of chemical investigation at each of the monthly institutes. Help is also given teachers in some other scientific branches. It is not how much but how well children know what is taught in zoology, botany, and similar branches. The essayist gave much valuable information as to the best text-books to be used, and suggested that even in the country schools some attempt should be made to introduce science teaching by the use of such books as would incite interest in these studies. The common schools should wheel into line with the Kindergarten and German universities, following those methods in the instruction of youths which have proved successful for the ages below six and over sixteen.

M. S. Coulter, principal of the Logansport high school opened the discussion. He differed with Mr. Brayton upon some minor points; first, as to the definition of scientific teaching, holding that it should be reflective rather than perspective. Perspective science, he said, is the science of collectors, and is not the bread and butter science. There is a tendency to cram with too much teaching and too many facts. He would oppose science teaching if it meant cramming. As a special training it is impractical, and cannot be introduced within the next generation. Science imperfectly taught is like a noxious weed, taking the strength from the ground which might be given to something better. Cannot we have science properly taught—so taught that it shall not engender infidelity and sneers at religion? That may be possible in the larger schools, but scientific teaching cannot be introduced generally. Science study is microscopic and accurate investigation, not generalization. Is childhood the time to follow such a method? The demand of the times is for strong-bodied and strong-minded men and women. Our public schools fail in turning out such pupils. We want them to leave school with active, inquiring minds, not with the idea that they are filled to satiety, like a reservoir that can hold no more. The course of study in the schools is crowded now, and more cannot be added with advantage. [Applause.]

Joseph Moore, president of Earlham College, was the next speaker. He did not see how anything more than the alphabet of science could be taught in any of the schools in addition to the ordinary lines of study, without making a sacrifice to the necessary branches. The great aim should be to make the child enthusiastic, ardent for investigation, so that all through life he would be anxious to acquire knowledge of the natural world. Children like to learn the names of things, and know the various orders of botany; they learn these without knowing they are studying botany. A great deal of this kind of teaching can be given without elaborate machinery or apparatus. A first-rate teacher can teach more of the nature of the air from a boy's pop-gun than a poor teacher would from an \$85 air-pump. [Laughter.] He thought he could see many teachers present who had practiced something of these methods. When a teacher loves any particular study and loves children, he will find some way of inculcating the same idea into his pupils. All scientific teaching should be made, as far as possible, a play.

The time for discussion on this subject having expired, the president announced the following committees:

On Resolutions—Geo. P. Brown, W. A. Jones, Geo. W. Hoss, J. C. Ridpath, H. B. Jacobs.

On Vacancies and Supplies—H. B. Hill, superintendent of Dearborn county, and Miss Lydia A. Dimon, of Attica.

On motion, the Executive Committee was requested to provide a half-hour during the day for a continuance of the discussion on science.

On motion of G. W. Hoss, the Executive Committee was re-

quested to obtain a larger room in which to hold the sessions of the Association.

After a recess of twenty minutes, a paper entitled "Enthusiasm for English," was read by B. C. Burt, State Normal School.

[On motion of Dr. Hoss and vote of the Association, Mr. Burt's paper will be printed in the Journal.]

Dr. Tuttle, of Wabash College opened the discussion, and expressed his personal acknowledgments for the learned address to which they had listened, at the same time stating his entire sympathy with the arguments used in favor of better and more thorough appreciation and study of English literature. The teacher who does not inspire his pupils with enthusiasm for the English language fails in an important part of his work, and does not perform the task which the state expects from him. Latin and Greek are only useful when they touch and illustrate the English tongue, making Shakspeare and, above all, the English Bible, better understood and appreciated.

Superintendent Smart urged that the memorial prepared by the National Teachers' Association, to be presented to Congress, urging that body to strengthen the Bureau of Education and to appropriate public lands to educational purposes, be signed by as many teachers as possible. He made a suggestion concerning educational exhibits at county fairs, and stated that copies of the proceedings of the National Association were for sale in the room.

AFTERNOON SESSION.

A paper, "How to Deal with Slow Pupils in Graded Schools," was read by Temple H. Dunn, of Ft. Wayne. (This paper will be printed.)

The Association was favored with a song by Prof. Peters, entitled, "When I've nothing else to do."

R. G. Boone, of Frankfort, who opened the discussion on Mr. Dunn's paper, thought that under the graded system it was expected that a certain percentage would not pass at the time of examination, and there should be no disappointment when that is the case. Teaching must be individual, not wholesale work; the pupils must be studied; it does not take so much more time to do this individual work, if we use enough skill. One pupil needs a great deal of help, another only needs encouragement, while very often dull pupils only need time, and neither help nor encouragement.

H. B. Jacobs, of New Albany, said that being slow did not necessarily involve inferiority. The slow pupil should be praised and encouraged whenever possible. That is not the practice. The forward, bright pupils receive all the praise, when they do not need it. Many a noble youth has had all the brightness and fire crushed out of him for lack of the encouraging smile from

his teacher. He would have the course of study so arranged as to have gradations every month, if necessary. Our present grading system levels down instead of leveling up. Pupils of different types of mind cannot be taught in the same class with advantage to either. The fast pupil has not enough to occupy his time in his studies, while the dull boy gets discouraged because he cannot succeed in keeping pace with the class, and leaves school early, before his faculties are developed.

Duett, "What do the wild waves say," by Miss Aggie Hensley and Prof. Peters.

EDUCATION VERSUS WORK.

Superintendent M. Seiler, of Auburn, then read a paper, the title of which was "Educate a boy and he won't work." The idea of antagonism between work and education is as old as education itself; and there are many now who believe in this antagonism. Is it true that education ever induces idleness? The question may be answered by theory or experience and actual facts. Is a boy's ability to work diminished by the powers of his mind being developed? Does intelligence incapacitate for physical labor? On the other hand, is it not true that in all spheres of labor intelligence is a help? for the possession of it always obtains higher remuneration. Without education man is nature's slave; with it, he is nature's master. If a boy will not work, it is either because he can't work or is disinclined to work. If a boy is indolent, it is because he is so by nature—not on account of his education. Or he may have certain erroneous notions in regard to the dignity of labor. There is a powerful tendency to abandon those pursuits which involve manual labor, and to turn to other occupations which are called genteel. It does not follow that a boy is any the less of a worker because of this choice. An educated boy is drawn into the more intellectual employments because of the better associations, although his tastes may be more for manual labor. Then the remuneration for intellectual labor is better, and that affects the decision in a great many instances. Many boys become idle, not because they are educated, but rather because they know so little as to be incompetent for the higher kinds of employment. Seventy-five per cent of those who pass through the public schools become self supporting. This fact, which is drawn from authentic statistics, shows that education does not promote idleness. In nine cases out of ten a boy will go out from the public schools imbued with the idea that industry and labor are honorable. It is a fact, however, that many branches of study in the elementary schools are of little use except as a preliminary to the higher grades, and it is not remembered that in numbers of instances no higher grade is reached. It is not a sufficient reason for teaching science that such a study is valuable in itself, because to carry out that idea would be to teach everything that is valuable.

The teaching of trades is not advisable, because the labor market is already overcrowded. The cure for idleness is to make the public schools more efficient, so that the pupils may be better fitted for business life.

Sup't W. H. Banta, of Valparaiso, disagreed with the gentleman in the majority of the points he made. A boy must be fitted for his proper avocation of life—that must be the ideal of all education. If that is accomplished the boy will work, and will work with that earnestness which insures success. He thought the tendency of the present time was to suit the curriculum of study to the particular circumstances of the pupils; and that great advances had been made.

Pres. W. T. Stott, of Franklin College, said he should aim at one point—to get through in ten minutes. He promised the committee he would do this, and he believed individuals should keep their promises as well as governments; and when a government promises to pay and resume it ought to resume. [Laughter and cheers.] If you educate a boy he will work. He has been taught that the more severe the effort the sweeter will be the rest. He has been taught and formed the habit of work from his very first steps in arithmetic through all his educational course. He has also the highest motive and reason for work, in perfecting study. If he has been educated in any proper sense of that term, he has learned that work is honorable. But will he work with his hand? There is no difference between the work of hand and brain. Both are under the control of the will, and he will do the same kind of work as before he was educated, unless he feels able to undertake higher work. And if he feels called to this, let us praise rather than ostracise him. Ignorance and crime are twins, and education and wealth are also twins. The wealth and the education belt in this country cover the same districts. The trouble is the educated boy works too hard, and we must persuade him to take life a little more leisurely than he does.

Hon. J. H. Smart said there was one fact they must take into consideration. Mental labor is work, hard work in some cases, but the large proportion of the people must always work with their hands. And it is our business to model our instruction in accordance with this state of things. It is possible to educate a man so that he won't work. But if you educate a boy right and teach the dignity of honest labor, he will work, and it becomes all teachers to see to it that they give the right kind of instruction.

Pres. White, of Purdue University, said he had some very positive opinions on the subject, and he thought there was much error abroad. It is often said that education unfits a boy for manual labor; but the history of civilization refutes the assertion. Nowhere do so many work with their hands as where there is the most perfect education; and where there is the most ignorance there is also the most idleness. The most industrious people in every nation are the educated. Our system may be imperfect; but with all its defects it is having a beneficial effect. Where are there more industrious people than the Germans, all of whom are educated, The menial labor will always be done by those who are the least educated; and where all are educated the menial labor will still be done by those who know the least. Educate a people and they will work with their hands and their brains. Educate a boy first to be a

man—a God-like man first; then whatever he does he will do well. He insisted that general education should form the basis of technical education. [Applause.]

EVENING SESSION.

Association met at 7:30 P. M. The president being called away, vice president Chambers, of New Albany, was called to the chair.

H. S. McRae moved that a committee, with Professor H. W. Wiley, of Purdue University, as chairman, be appointed to prepare a report pertaining to instruction in the metric system in the schools. H. W. Wiley, Geo. P. Brown, H. S. McRae, M. S. Coulter, and Joseph Moore were appointed.

The committee on nominations was selected, consisting of: 1st Congressional District, J. A. Zeller; 2d. T. J. Charlton; 3d, J. W. Caldwell; 4th, W. S. Almond; 5th, H. B. Hill; 6th, A. W. Clancey; 7th, L. P. Harlan; 8th, W. H. Wiley; 9th, John Bowman; 10th, W. H. Banta; 11th, Macy Goode; 12th, T. H. Dunn; 13th, D. Moury.

ADDRESS BY DR. CHASE, OF LOUISVILLE.

George A Chase, of Louisville, then delivered the annual address of the association. He said the audience was representative of every class of teachers, including many who had not had the advantages of training in the normal schools. Something ought to be said, at such a meeting as the present, of a practical nature, which the young teacher might find helpful in his future. He intended to speak to-night on "The Public School Teacher." As is the teacher so is the school, is an oft-repeated and true assertion, A good teacher without any of the advantages of the centennial school room in the backwoods of Hoosierdom would be able to make a good and effective school. Abundant general knowledge is a part of the necessary qualifications for a teacher. He must be in all subjects above the standard to which he would raise the pupils. What our system needs most is the educated, well-equipped teacher, who thoroughly knows the subjects he treats upon. The teacher who presumes to work upon a mind of the nature of which he knows nothing, will, in the good time coming, be placed on a level with the quack doctor. Is it not better to see that the scholar understands the subject and can describe it in his own words, though halting and defective, than to learn a string of words which mean nothing at all? School work is rather to develop than to drill. A teacher who in his early career is inclined to take it easy, has nothing before him but inglorious defeat. But if the teacher is ready and determined to overcome difficulty, the same spirit will be imparted to the

scholar. Energy in the direction of self-control is the characteristic of the true teacher. There was never a period when the young needed more to be trained in this direction than now, in this country. Vigorous mental action is usually the result of sound bodily health. Much of error in the mind is the result of unfortunate physical conditions. It has been truly said, "There are many devils in the blood." Pious asceticism is as bad as intemperance. It has been truly though unpoetically said that much of the teacher's non-success is due to the tone of his stomach. [Laughter.] He must have healthful, invigorating exercise in the sun and air, and sleep at proper times. The countenance and manner of the teacher must be the index of his heart. We do not sufficiently estimate the power of kind words in clearing the moral atmosphere. In dealing with the dull pupils, patience and perfect self control are the great requisites. Never forget the distinguished names that adorn the dunce's roll of honor. Our school system is successful, to a certain extent, but while it has given us smart men has it always given us good citizens? We need such training as to induce more respect for law and greater reverence for the Deity. What caused the different results between the French revolution and the revolution of our country? We first built the church and the school, and taught our children to revere God; the French had no God, and taught that human reason was to be mainly adored. The speaker concluded with a glowing and eloquent tribute to the importance of the teacher's work, and the great importance of its results if faithfully carried out. On resuming his seat Dr. Chase was loudly applauded.

MORNING SESSION.

FRIDAY, December 28.

The Association was called to order by vice president Chambers. Prayer was offered by Prof. A. R. Benton of Butler University.

ECONOMY OF TIME IN SCHOOLS.

The first paper read was on the subject, "How to economize time in ungraded schools," by T. D. Tharp, superintendent of the Grant county schools. He said that he would prefer that boys should be in school only half a day, so that they might have time for exercise rather than be pushed through so many branches of study before they were fourteen, at the expense of their health. What becomes of all the smart boys and girls? They work too hard and retire early, and as practical, useful men and women are not frequently heard of. He would not diminish the lines of study, but he would extend the number of years to be spent in the class of schools of which he was speaking. He thought there should be more of amusement and recreation in all teaching.

Clarkson Davis, principal of Spiceland Academy, spoke on the question, and gave some advice drawn from his own experience as a teacher. He would abolish the use of the spelling book as a separate lesson. The reading lesson was more effective, and the time was thus saved. He would not confine the reading lesson entirely to the ordinary reading books, as the use of a single book of history and other works would convey more general information. He advocated the discontinuance of the use of the Sixth Reader, as it was to a great extent misunderstood and imperfectly explained. It is always best to make haste slowly. The great fault of the American people is that they don't know how to listen; we can all speak, but when we hear a sermon or a speech we know but very little of it afterwards. Teach the children to listen by questioning them afterwards on what has been said. Encourage the use of reference books, and urge the trustees to provide them. Read to the children from the best books, and make the pictures in life seem real. [Applause.]

Walter S. Smith spoke in advocacy of the use of programmes in the schools, so that no child might be overlooked and nothing be neglected. It is not the time of the teacher that is to be saved, but the time of the child; and the study should be to use the public money so as to produce the best results at the least expense.

Prof. Tice, "weather prognosticator," who was present, was then called upon to offer a ten-minute address on the causes of the recent remarkable weather.

After recess, vice president Mrs. M. W. Thompson, of the Indianapolis High School, took the chair, and for the remainder of the session presided with dignity and ability.

GRUBE'S METHOD IN NUMBERS.

Miss Ruth Morris, of the Indianapolis schools, presented a paper on "Grube's Method in Numbers," the practical working of which she illustrated with a class of about thirty children in the primary grade, who had been instructed in the system as half-day pupils last year, and full day pupils since the commencement of the present school year. The method, which comes from Germany, consists of taking the numbers from one up to nine, and teaching all the operations of addition, subtraction, multiplication, and addition, by an exhaustive analysis, aided by objects in all possible relations. Both paper and illustration elicited the highest admiration of the entire association. Indeed, the class-work by the children was wonderful. It called forth numerous questions by members of the convention, which were answered apparently to the satisfaction of all present. Miss Morris's clear and distinct reading of the paper, and her manner of conducting the class exercises, were the subject of very high commendation.

(Miss Morris's paper will be published in full.)

Hon. Geo. A. Chase, on behalf of the teachers of Kentucky, invited the members of the Association to the Kentucky State Association, to be held at Somerset, Ky., in August, 1878.

After some other announcements, the Association adjourned.

AFTERNOON SESSION.

The Association was called to order by Vice President Mrs. M. W. Thompson.

"The Relation of Public Libraries to the Schools," was presented by Mrs. Sarah A. Oren, of Purdue University. (This paper will be published.)

J. A. Zeller, of Evansville, in opening the discussion, said the question was one of the most difficult with which we have to deal. When libraries were first established we were very hopeful; we thought that the lack of reference books would be thus supplied. But it was not long before we were met with a very discouraging fact. The reference books were not studied, but another class of books of very different style, that we had not looked for, became the popular class of reading. The library has come to be looked upon with some doubt and fear as to its results upon the school children. There are so many advantages to be gained from the library—there are so many opportunities thus offered for extended literary culture, and the problem as to how to prevent evil results is the problem before us. What shall we do? Banish the fiction and the trash? In other words, banish milk from the nursery and substitute roast beef. The children won't read the good books; they can't and they ought not to read them.

W. A. Bell spoke next. He said it is essential, in order to have the best instruction, that libraries should be available. He referred to the disuse of township libraries, and urged that a very light tax, say one cent on the hundred dollars, should be made, to raise funds enough to add about fifty books every year to each of these libraries. As to reading fiction, he thought it very often prevented children from doing worse things, and did not consider the use of fiction an objection to the public library.

J. B. Roberts thought that teachers could exercise very great influence over their scholars as to the class of books they would read. There ought not to be very much compulsion in this thing; absolute restriction leads to reading books on the sly. He said he recently asked the pupils in his school to hand him a list of the books read by them within a certain period. The reports were very surprising as to the amount of reading, in some respects gratifying, but not always. He expected, however, that the effect of such reports would be felt in the next six months in toning up the class of reading.

TEMPERANCE.

At the close of the discussion ten minutes was allowed for an address on temperance, by Mrs. Governor Wallace. She called attention to the statistics of the number of distilleries, saloons, etc., recently published in the Journal, and adverted to the evil resulting from these agencies. The teachers in the public schools have so much influence over the youth of the state that their responsibilities are very great. It is by education that our free institutions, now in peril from the increasing crime of intemperance, will be protected and strengthened, if at all.

W. A. Bell then offered the following resolution, which, having been seconded, was adopted unanimously:

Resolved, That we, as teachers of children, feel that one of our chief duties is to form character, and in this work we believe it to be imperative upon us to teach and impress, by both precept and example, the principles of temperance.

DR. ARNOLD AS AN EDUCATOR.

A paper on "Dr. Arnold (of Rugby) as an Educator," by Dr. Rogers, of Asbury University, was read by J. M. Olcott, to whom it had been sent by Dr. Rogers, that gentleman being unavoidably absent.

In the course of the paper it was remarked that instead of Dr. Arnold's great powers being lost and thrown away, as some feared would be the case when he accepted the headmastership of Rugby school, he was really in that capacity more influential and of greater benefit to the nation than he could be in any other capacity. Arnold demanded moral and Christian principle and gentlemanly conduct. He had not much respect for mere intellectual acuteness. That part of his policy which met with most opposition was in the treatment of bad boys. He maintained it was the duty of the teacher to get rid of boys which seemed beyond hope of reformation. He seldom erred in the decision he formed in cases where discipline became necessary. But he never allowed a boy to go to ruin, if he could help it. His influence permeated all the other public schools of England. His success arose from being thoroughly in love with his profession; he was an admirable judge of human nature. His habit was to treat the pupils as gentlemen, and put them on their honor; and it gradually was considered a shame to tell Arnold a lie.

Prof. A. R. Benton, LL. D., of Butler University, read a paper on "Horace Mann as an Educator."

(This paper will be published.)

EVENING SESSION.

The Association was called to order by vice president B. F. French.

Professor Wiley presented a report from the committee on the metric system of weights and measures, as follows :

WHEREAS, The metric system of weights and measures has already been adopted by twenty-eight states and governments, and has become the universal language of science ; therefore,

Resolved, That it is the duty of this association to encourage the adoption of the metric system among the people by every available means.

Resolved, That the school laws of the state should be so amended as to make a knowledge of the metric system a necessary qualification for obtaining a teacher's certificate.

Resolved, That school officers should supply suitable appliances for practically teaching the children of the state the relative quantities of the different denominations, so that it may be easy to introduce them into the commerce of daily life.

Resolved, That the press of the state be invited to assist in impressing the public mind with the superior advantages of the metric system over the mongrel system now in use.

Resolved, That the colleges of the state require all applicants for admission to their classes to undergo an examination in the metric system.

He added some remarks in advocacy of the metric system from a practical standpoint. So far as science is concerned, the system is already adopted; but it needs to be recommended to the approval of the general public. The people of Indiana lose millions of dollars annually through being cheated by the double standard.

The adoption of the report was moved and seconded, and H. S. McRae, of Muncie, then exhibited specimens of the apparatus to be used under the metric system.

Colonel Carrington gave illustrations of the simplicity of the system, and remarked that it was the only philosophic method of measuring and weighing. Germany and France, as nations, and the English government have formally adopted it.

G. P. Brown reported from the committee on resolutions.

After quite a discussion, Dr. Moss moved to lay the report on the table. Carried.

J. A. Zeller made the report of the committee on nominations:

President—John M. Bloss, of Evansville.

Vice Presidents—1st District, Isadore J. Eells, of Evansville. 2d. E. B. Milam, sup't Knox county. 3d. Miss Alice M. Haymans, Seymour. 4th. P. P. Stultz, Rising Sun. 5th. E. H. Butler, Winchester. 6th. Mrs. Emma McRae, Muncie. 7th. J. H. Brown, Indianapolis. 8th. Henry Greenawalt, Terre Haute. 9th. F. E. Hanson, Lafayette. 10th. H. B. Brown, Valparaiso. 11th. D. W. Thomas, Wabash. 12th. M. Seiler, Auburn. 13th. A. Blunt, Goshen.

Recording Secretary—Anna E. H. Lemon, Spencer.

Executive Committee—Chairman, Dr. J. S. Irwin, Ft. Wayne; John Cooper, Richmond; Cyrus W. Hodgins, Terre Haute; M. A. Barnett, Elkhart; A. C. Goodwin, sup't Clark county; J. J. Mills, Indianapolis; Sheridan Cox, Kokomo.

INDUSTRIAL ART EDUCATION.

Dr. J. D. Runkle, president of the Massachusetts Institute of Technology, was then called upon to deliver his lecture on "The Russian System of Industrial Art Education, as applied at the Massachusetts Institute of Technology," and on rising was received with applause. He said he was gratified at the opportunity of presenting the claims of manual education, as one means of solving the difficult problem of the relations of capital and labor. The apprenticeship system, previously so universal, has gone almost wholly out of use. Philanthropists and many others are now anxious that education should touch practical life at more points, so that the student may have some commercial value when he leaves the schools. This should and can be done without lowering the standard of training. How can the introduction of manual training in our schools, of whatever grade, be justified on the ground of its educational advantages to all? Have we found a method by which this can be readily engrafted on our system without damaging effect? for we have a magnificent system of public instruction, worthy of all the support and help we can give it. [Applause.] The Russian system, which we are to consider, is not only philosophical, but constitutes the only true key to industrial education, by which is meant the knowledge of the manual of an art around which can afterwards be grouped the various branches connected with it. The idea is to separate the art from the trade—construction from instruction—and the solution has been approached from the instruction side. The system is adapted to all grades of students, and can be followed out to any extent the pupil may desire. The lecturer then proceeded to describe the shops and the distribution of the work, and presented illustrations of the work done by a class of thirty-two boys with whom the trial of the experiment had commenced.

The address was listened to with great attention, and awa-

kened such an interest that many of the association remained to ask questions after adjournment.

After the address, W. A. Jones moved that the resolution on industrial education be taken from the table and adopted. Carried.

Resolved, That it is the right of every child to receive such education of mind, heart, and body, as will enable him to combine with others in upholding the institutions of society and to earn a living by the practice of some useful vocation, and that therefore it is the duty of the state to provide the means for industrial education in conjunction with and as complementary to the present system of scholastic education.

An effort was also made to take from the table several of the resolutions which had previously been shelved, which was successful in the case of the two following, they being unanimously adopted:

Resolved, That we cordially recommend to the teachers and school officers of Indiana, General Carrington's "Battles of the Revolution" as a valuable and trustworthy book of reference on the most stirring epoch of American history.

Resolved, That we most heartily recommend the plan suggested by Superintendent Smart of holding educational exhibits at our county agricultural fairs. The success of the exhibit made by Sup't Buckley, and of others hardly inferior in merit, fully warrants the belief that such expositions of our educational industry will tend to awaken a new enthusiasm in the schools of our state.

Business being completed, the Association adjourned with the benediction by Dr. Moss.

J. H. MARTIN, President.

R. A. OGG, Secretary.

MEETING OF COLLEGE MEN.

The College men, to the number of twenty-four, representing nine of the Colleges of the State, met on Thursday, Dec. 27, during the sessions of the State Teachers' Association. President Alexander Martin, of Asbury University, was called to the chair, and A. Atwater, of the State University, was chosen secretary.

After a full interchange of opinion it was, at a second meeting, resolved to organize a separate Association in connection with the General Association, the annual sessions to be held at the place, and on the day preceding the annual meeting of the State Teachers' Association.

The officers for the ensuing year are:

President—Joseph F. Tuttle, of Wabash.

Vice President—G. W. Hoss, of the State University.

Treasurer—A. R. Benton, of Butler University.

Secretary—J. C. Ridpath, of Asbury University.

The above officers constitute an executive committee whose duty it is to prepare a programme and secure a place for the next meeting. The new organization starts out with large numbers and a fine promise of success.

AMZI ATWATER, Secretary.

MEMBERS OF THE INDIANA

State Teachers' Association attending the annual meeting at Indianapolis, Indiana, Dec. 26, 27, and 28, 1877.

Allen County—John S. Irwin, Temple H. Dunn, M. L. Moody, Fort Wayne.

Bartholomew County, E. M. Flannegan, Azalia; William Fix, Samuel Wertz, C. F. A. Grantyrkon, Lewis Mobly, Hartsville.

Blackford County—A. H. Hastings, Hartford City.

Boone County—J. W. Schuck, Thorntown; Melissa A. Howard, W. H. Ashley, Jamestown.

Carroll County—D. D. Blakeman, Jesse M. Hitt, Delphi; Mrs. B. W. Evermann, B. W. Evermann, Mollie D. Stewart, Camden.

Cass County—M. Ida Mahurin, Win. Lee, E. M. Chaplin, John K. Walts, W. B. Woods, M. S. Coulter, Harry G. Wilson, C. E. Bickmore, Logansport.

Clark County—A. C. Goodwin, Charleston; Emma E. Carter, Jeffersonville.

Clay County—C. P. Eppert, P. B. Triplett, Mary Eppert, Brazil.

Clinton County—R. G. Boone, Harrison Kohler, C. S. Ludlam, Isaac V. Flunn, Miss J. J. McNutt, Allie M. Hancock, Anna L. Unthank, Frankfort; Joseph McKinsey, Kirk's Cross Roads.

Crawford County—J. S. Hall, Hartford.

Daviess County—D. E. Hunter, D. M. Geeting, Washington.

Dearborn County—J. R. Trisler, Mary Jones, Lawrenceburgh; O. P. Jenkins, Moore's Hill; H. B. Hill, Aurora.

Decatur County—Zell Kirby, L. D. Barnes, Greensburg.

Delaware County—Hamilton S. McRae, Emma McRae, D. H. Shewmaker, Charles C. McCrillus, A. W. Clancy, M. J. Neely, Muncie; A. J. Wells, Levi G. Saffer, Selma; A. H. Friedley, Reed's Station.

DeKalb County—M. Seiler, Ida Powers, Auburn.

Elkhart County—D. Moury, Goshen; M. A. Barnett, Elkhart.

Fayette County—Lucinda Dungan, J. S. Gamble, Connersville; Josie Elliott, Nulltown; George H. Stewart, Everton; A. M. Longwell, Bentonville.

Floyd County—H. B. Jacobs, W. S. McClure, Bruce Carr, Mrs. May Carr, Wm. S. Wood, S. A. Chambers, J. T. Smith, New Albany.

Fountain County—Lydia A. Dimon, B. F. French, Attica.

Franklin County—Emily A. Hayward, Brookville; W. R. Smithers, Laurel.

Grant County—T. D. Tharp, M. F. Baldwin, G. A. Osborn, J. W. Legg, Wm. Russell, Marion.

Gibson County—W. T. Stilwell, Fort Branch.

Greene County—A. P. Allen, Bloomfield; Sallie Crawford, Worthington.

Hamilton County—N. R. Morrow, James Oldacre, Marion Harvey, A. Odell, Alpheus Odell, U. B. McKinsey, Noblesville; L. A. Estes, John Sherrick, John Pennington, Westfield; E. H. Roudebush, Arcadia; H. A. Cummings, Cicero.

Hancock County—G. Grimes, W. A. Simmons, Edd. H. Tiffany, Kate R. Geary, R. A. Smith, W. P. Smith, Greenfield; W. S. Smith, Sugar Creek.

Hendricks County—J. T. Abbin, Mary E. Warner, Danville; M. W. Hopkins, Jas. A. C. Dobson, T. R. Gillelard, Brownsburg; Jas. B. Ragan, Mary J. Willer, Bellville; L. D. Boyd, Thomas A. Prewitt, Cartersburg; Jennie Hamblen, J. I. Wills, A. E. Rogers, Clayton; Mattie Montgomery, Plainfield; E. W. Mills, Bridgeport; R. S. Trotter, Liston; Cynthia Ratliff, Friendswood.

Henry County—Alice Downey, Mary A. S. Lowry, Emma W. Cummings, Dallis Sisson, Knightstown; Clarkson Davis, Spiceland.

Howard County—Sheridan Cox, J. B. Johnson, W. A. Greeson, Milton Garrigus, W. H. McClain, N. A. Lovejoy, Kokomo; John Morrison, Thomas A. Fortner, Shanghai; J. O. Greson, Alto; E. M. Morrison, Russiaville.

Huntington County—Alma A. Holman, Huntington.

Jackson County—Jno. W. Caldwell, M. A. Clifton, Seymour, A. J. McCune, John Neuhardt, Medora.

Jasper County—Charles N. Huston, Rensselaer.

Jefferson County—Samuel W. Pritchard, F. Kendall, Mattie A. Robinson, Thomas V. Dodd, F. C. Kessler, Madison; Geo. C. Heckman, Hanover; Nettie Ralston, Manville.

Jennings County—Louie D. Rennick, Eva B. Pietzeuch, North Vernon; John Carney, W. S. Almond, Vernon.

Johnson County—W. T. Stott, Alice Palmer, Wm. V. King, John S. Martin, Hattie A. Morgan, A. J. Johnson, T. J. Byers, Scott Morris, J. M. Roseberry, E. P. Call, Wm. D. Martin, John M. Dill, J. W. Graham, Fannie K. Warner, Mrs. Scott Morris, Charles H. Carey, Franklin; Mark Tulley, Nellie H. Loomis, W. B. Wilson, D. C. Barnett, Jos. R. Bay, Edinburgh; Will M. Park, Needham; U. M. Chaille, Whiteland; A. J. Johnson, Amity; J. T. Forsyth, Trafalgar.

Knox County—T. J. Charlton, E. B. Milam, T. G. Alford, Joshua S. Sisson, Vincennes.

Lake County—Geo. H. Jones, Michigan City.

Lawrence County—Phemia Riley, Annie Miller, Lucy J. Farmer, William B. Chrisler, Sallie Culbertson, Dora Emmons, Bedford; R. A. Ogg, Mitchell.

Madison County—Wm. Purcell, Anderson; F. C. Cassel, Frankton; J. W. Polly, R. L. Swain, N. H. Motsinger, Fannie Swain, J. G. Haas, Milton Hersberger, Thomas M. Hardy, E. L. Thomas, Pendleton.

Marion County—Anna Morgan, Brightwood; Ray E. Robinson, Broad Ripple; Jennie S. Laughlin, New Augusta; Thirza Dobyns, Southport; James Hopkins, John T. Burton, Irvington; James B. Hungate, Glenn's Valley; Sallie Harrison, Anna L. Swett, Clara Washburn, R. W. Wales, Agnes R. Rankin, Sarah J. Lewis, Josie A. Clifford, Jennie Lindley, Lois L. Hoyt, Mary Gillespie, Maggie Newton, Kate A. Thompson, M. T. Cassidy, W. H. Bass, Alice B. Thomas, Adell Aldrich, Kate Robson, J. B. Roberts, Lizzie Kellum, Pleasant Bond, Jennie Newton, K. F. Phipps, S. M. Weaver, E. Long, James C. Black, Lee P. Harlan, W. A. Bell, Rebecca Trueblood, George B. Loomis, Lou M. Rankin, George P. Brown, A. C. Shortridge, Alice McCord, Mary A. Hancock, Lizzie McClelland, Amy E. Wales, Jesse Brown, Lewis H. Jones, Isabella King, Fannie Murphy, Rachel Segar, Geo. W. Bass, Lucy V. Gosney, May W. Thompson, Indianapolis.

Marshall County—Charles Richardson, Plymouth.

Martin County—Abel Paget, Loogootee.

Miami County—Minerva Beckwith, J. A. Stoner, Peru.

Monroe County—Maggie McCollough, A. Atwater, George W. Vannoy, G. W. Ramage, Lemuel Moss, G. W. Hoss, Bloomington.

Morgan County—J. T. Perigo, Mrs. M. E. Perigo, O. C. Charlton, Mooresville; Celestina R. Phelps, Marion E. Douglass, Mapola Rice, H. N. Short, Martinsville.

Montgomery County—W. F. Harper, Ladoga; Joseph F. Tuttle, W. T. Fry, Henry B. Carrington, Crawfordsville.

Orange County—J. C. Chilton, W. O. Chilton, Orleans.

Owen County—Samuel Lilly, Gosport; Mrs. C. W. Hunt, Sarah B. Coffey, S. S. Coffey, Annie E. H. Lemmon, Nathan Collins, Spencer.

Parke County—W. M. Craig, Rockville; George Branson, E. C. Street, Mansfield.

Porter County—H. B. Brown, W. H. Banta, Valparaiso.

Posey County—Fred D. Morton, Mount Vernon; B. T. Wharton, Wadesville.

Putnam County—G. W. Lee, Alex. Martin, P. S. Baker, A. J. Burton, Jno. E. Earp, John B. DeMotte, Greencastle; L. A. Stockwell, Lydia A. Brunne-man, Cloverdale.

Pulaski County—W. H. Mace, Winamac.

Randolph County—E. H. Butler, Winchester; Charles W. Rarick, Union City; A. L. Nichols, Lynn.

Rush County—Mary A. Lucas, Groves.

Shelby County—R. S. Page, Mrs. Ida W. Black, Cannie Robertson, H. E. Naylor, Mattie R. Ray, Virginia K. Allan, Shelbyville; John J. Padrick, Charles Rennecamp, Fountaintown.

Spencer County—O. H. Smith, Rockport.

Sullivan County—John W. Spencer, Paxton; Elbert Bogart, Ascension.

St. Joseph County—Elliot Whipple, Mishawaka.

Tipton County—Homer Hobert, Mary E. Hobert, Windfall.

Tippecanoe County—Mrs. Sarah A. Oren, Edward E. Smith, John E. Matthews, J. H. Rinard, W. H. Caulkins, J. T. Merrill, E. E. White, F. E. Han-son, L. S. Thompson, Lafayette.

Union County—A. K. Bates, R. W. Wood, Miss Lida L. Browne, L. M. Crist, Liberty; Monroe C. Keffer, Cottage Grove.

Vanderburgh County—John M. Bloss, D. S. Kelly, Z. M. Anderson, Lue M. Piguette, J. A. Zeller, Evansville.

Vigo County—Wm. H. Wiley, W. W. Byers, Belle E. Jones, Ida Dodson, C. W. Hodgin, Wm. A. Jones, V. Wilson, H. Greenawalt, E. R. Bogley, J. A. Boyer, Lizzie E. Boyer, Joe Studebaker, B. C. Burt, Ida M. Davis, J. T. covell, John F. Morrison, Terre Haute.

Vermillion County—E. O. Noble, Sarah E. Oosley, Clinton. Lillie Kilpatrick, Perrysville; David B. Huston, Dana; Oscar Hardy, Fairmount.

Wabash County—Macy Good, Mrs. A. E. Humke, A. E. Humke, D. W. Thomas, Wabash; E. J. McAlpine, Liberty Mills.

Washington County—J. A. Wood, Lydia A. Chamberlain, Salem.

Warren County—John M. Bowman, Williamsport.

Warrick County—A. C. Crouch, Newburgh; Israel Youngblood, Boonville.

Wayne County—Alice Doris, O. H. Bogue, Wm. A. Moore, John Cooper, David W. Dennis, J. C. Macpherson, Jos. Moore, Richmond; P. E. Newby, Sade Hathaway, Dublin; Alice Unthank, A. C. Unthank, Webster; W. S. Walker, Centreville; James R. Hall, Cambridge City.

Wells County—A. E. Buckley, Bluffton.

From other States—O. Phelps, Cincinnati, Ohio; Samuel Moury, DeGraff, Ohio; George A. Chase, LL. D., J. M. Allen, Mrs. D. P. Middleton, E. S. Wellington, Louisville, Ky.; A. J. Youngblood, Columbia, Ky.; John H. Tice, St. Louis, Missouri; J. D. Runkle, LL. D., Boston, Mass.

Total enrolled, 384. Counties in Indiana represented, 71.

D. E. HUNTER, Per. Sec.

FAST SCHOOLS.—As there are “fast” men and women, so there are “fast schools. Schools which, by some “new departure,” profess to have risen above the necessities imposed upon ordinary men and institutions by the element of time.

It was only the other day that I read, in the catalogue of a popular normal school in our sister state, that the faculty, by its superior system of teaching, was able to give students a more comprehensive knowledge of the classics in one year than our colleges give in four. Now I say “*flatly*,” *I don't believe it*. I believe that Plato was right when he wrote, “There is no royal road to geometry,” and these institutions of learning which claim to lead students up the easiest kind of a grade, and in so short a time, directly to the pinnacle of the hill of science, are “*humbugs*.”

I do not believe the limitations of time can be disregarded in education; and he who attempts to delude the public mind with such sophistries commits a great crime against the good cause, and deserves the severest censure. I am a full believer in genuine progress, but I do not believe that, with all our modern improvements, we have reached, or ever will reach, a period when an education that is worth the name, can be acquired without ample time and hard work.—*Spiceland Reporter*.

Truth, like the sun, sometimes goes under a cloud, but always comes out again, and shines all the brighter.

OFFICIAL DEPARTMENT.

AN IMPORTANT QUESTION DISCUSSED.

The following is taken from the forthcoming Commentary on the School Law, in preparation by the State Superintendent of Public Instruction, and will be found of interest to County Superintendents:

"The following questions have been often submitted to this Department. They are of great importance and I therefore answer them here at considerable length.

Question. Should a County Superintendent be furnished with an office at the expense of the county?

Answer. 1. A County Superintendent is a county officer in the same sense that a County Auditor is a county officer. It is true that the office of County Auditor is mentioned in the State Constitution and that of County Superintendent is not; but the County Superintendent is nevertheless a county officer. Section 2, Art. VI, of the Constitution, provides for the election of certain county officers, and section 3 provides that "such *other* county and township officers as may be necessary, shall be elected or appointed in such manner as may be prescribed by law." Now the office of County Superintendent, having been created under this provision of the Constitution, the incumbent becomes thereby a county officer, and is entitled to consideration as such.

2. That a County Superintendent must have an office is very evident. The duties of the office are such that they cannot be properly performed without it. No private room of the Superintendent which may or may not be accessible to the public at the pleasure of the Superintendent will answer. The office must be one in which the public have some *rights* as well as some interest. The office must therefore be a *public* office. The business of the County Superintendent demands this, and the best interests of the county cannot be secured without it. The statute also requires the County Superintendent to have an office. This is abundantly shown by one of the provisions of supplemental section "e," as follows, viz: "The County Board of Education shall meet semi-annually *at the office of the County Superintendent*. I do not see how the conclusion can be escaped that the office of the County Superintendent is one in which the county must of necessity have a proprietary inte-

rest. This office need not necessarily be in the court house, nor indeed, at the county seat, but it must be a public office.

3. The law nowhere empowers the Superintendent to furnish an office for himself. No means are furnished him for such a purpose. His *per diem* of \$4, allowed by the law, is for *services* and not for office or office expenses. The law makers never contemplated that it should be used for such a purpose. The \$4 *per diem* becomes the Superintendent's private means, and I have nowhere found a statute authorizing counties to receive donations from County Superintendents.

The County Superintendent, as before shown, is a county officer, and the County Commissioners, who provide the other county officers with offices, should also provide the County Superintendent with an office.

It may be said that the law by express statute requires the County Commissioners to furnish "safe and suitable" offices for the Auditor, Treasurer, Recorder, and Clerk, and that this law does not mention the County Superintendent. The answer to this is that the office of County Superintendent was not created when the act referred to was passed, and that the legislature has since inferentially but no less distinctly declared that the County Superintendent shall have an office. The County Commissioners have *quasi* legislative and judicial functions. They may thus perform many acts not specifically enjoined by express statute.

An office for the County Superintendent being a public necessity, there being no other authority to provide it, and the Commissioners having the discretionary power, it becomes just as high a duty for them to provide an office and to light, and heat, and furnish the same, as if they were distinctly enjoined to do so by express statute. The fact that the Commissioners have *discretionary* power in the matter makes it, under the circumstances, no less their duty than it would be if they could be compelled to furnish it by mandate.

Question. Should a County Superintendent be supplied with necessary printing, stationery, and postage at the expense of the county?

Answer. The County Superintendent is required by law to perform certain acts for the benefit of the county. These acts require the use of a certain amount of stationery, printing, and postage. The law places no money in the hands of the Superintendent to meet this expense. It is absurd to claim that the expense should be paid out of the *per diem* of the Superintendent. The arguments used in the previous question are applicable here. There can be no doubt that the Commissioners have the power to furnish such necessary appliances for the County Superintendent as are required to carry on the office which he holds.

It has been claimed by some that the provisions of the law prohibiting the County Superintendent from receiving any "perquisites whatever," prohibits the County Commissioners from supplying him with necessary stationery, printing, etc.

This is not so. A perquisite as mentioned in the law is an allowance of money or something of value for the personal use or benefit of a person in addition to the regular allowance made by law.

It was intended by this prohibition to prevent the County Superintendent from receiving extra compensation from the Commissioners in addition to the per diem allowed by the statute. Stationery, printing, and postage necessary to the proper performance of the duties of his office by a County Superintendent, are not furnished for the personal benefit of the Superintendent, but are furnished for the benefit of the county, and hence are not perquisites. They should, therefore, be furnished by the County Commissioners."

TO COUNTY SUPERINTENDENTS AND SCHOOL TRUSTEES IN TOWNSHIPS.

The school law requires the enumeration of school children to be taken between the first day of March, 1878, and the thirtieth day of April, 1878, inclusive.

By an act approved March 13, 1877, an election of township trustees will be held on the first Monday of April, 1878, and the newly elected trustees will be entitled to take their offices within ten days thereafter. For obvious reasons, the work of taking the enumeration ought not to be left to the incoming trustees.

I therefore recommend that the enumeration be taken prior to the first Monday in April, and by the trustees now holding office. The reports of this enumeration should be made to the County Superintendents before the present trustees go out of office. The law permits it to be made at any time between the first day of March and the first day of May.

The County Superintendents are respectfully requested to give the trustees the necessary information in regard to this matter, and to see to it that the proper reports are made.

JAMES H. SMART,
Superintendent of Public Instruction.

SUGGESTIVE QUESTIONS.

Prepared by the State Board of Education.

ARITHMETIC.

Suggestions.—It is necessary that pupils should have a clear conception of the requirements of the problems to be solved.

Hence, for all problems involving multiplication or division pupils should be required, first, to make a statement. Thus:

1. At 3 cents a piece, what will 12 lemons cost?

Statement. $\left\{ \begin{array}{l} 1 \text{ lemon, } 3 \text{ cts} \\ 12 \text{ lemons, } \text{---} ? \text{ (how many cents?)} \end{array} \right.$

2. If 5 gallons of molasses cost \$2.50, what is the cost of one gallon?

Statement. $\left\{ \begin{array}{l} 5 \text{ gallons, } \$2.50. \\ 1 \text{ gallon, } \text{---} ? \text{ (how much?)} \end{array} \right.$

3. If 5 oranges cost 20 cents, what will 3 oranges cost? Statement and Analysis.

Statement. $\left\{ \begin{array}{l} 5 \text{ oranges, } 20 \text{ cents.} \\ 3 \text{ oranges, } \text{---} ? \text{ (how many cents?)} \end{array} \right.$

Since 5 or. will cost 20 ct.,

: 1 or. " 1-5 of 20 ct. = 4 ct.

: 3 or. " 4 ct. $\times 3 = 12$ ct.

Conclusion. ∴ Since 5 or. will cost 20 ct.

: : 3 or. " 12 ct. Ans.

4. At \$4 a piece, how many hats can be bought for \$848?

Statement. $\left\{ \begin{array}{l} 1 \text{ hat, } \$4. \\ \text{(how many hats)? } \$848. \end{array} \right.$

5. If 9-11 cords of wood cost \$2.52, how much will 13-14 cords cost?

Statement. $\left\{ \begin{array}{l} 9-11 \text{ c., } \$2.52. \\ 13-14 \text{ c., } \text{---} ? \end{array} \right.$

Since 9-11 c. will cost \$2.52

: 1-11 c. " 1-9 of \$2.52 = \$.28

: 1 c. " \$.28 $\times 11 = \$3.08$

: 1-14 c. " 1-14 of \$3.08 = \$.22

: 13-14 c. " \$.22 $\times 13 = \$2.86$

∴ 9-11 c. " \$2.52

: 13-14 c. " \$2.86. Ans.

6. If 15 oxen plow 11 A. in 5 days, how many oxen will plow 33 A. in 9 days? Statement and solution.

Statement. $\left\{ \begin{array}{l} 15 \text{ ox. --- } 11 \text{ A. --- } 5 \text{ da.} \\ \text{--- ox. --- } 33 \text{ A. --- } 9 \text{ da.} \end{array} \right.$

Solution. $\left\{ \frac{15 \text{ ox.} \times 5 \times 33}{11 \times 9} \text{ (cancelling)} = 25 \text{ ox.} \right.$

J. M. B.

EDITORIAL.

WE think the County Superintendents will be pleased with the official this month. It is one of the closest arguments ever presented on the subject treated. We think it is a sound document on an important subject. Trustees will also find something of special interest to them.

THIS number of the Journal is largely given up to the minutes of the State Association. The reports of the different exercises are usually sufficiently full to give the reader the main points and drift of the subjects discussed, and will give a very correct estimate of the character of the meeting. The papers of which no extracts are made will be printed in full or in part, in the Journal as soon as space can be made for them.

THE STATE ASSOCIATION.

The late State Association was quite large, the attendance reaching 384. There was not a failure on the programme—the only absent person appointed to duty sent in his paper and it was read. The general verdict is that the meeting was among the *best*. It was an improvement upon most of the former meetings in that the programme was not so much crowded, and had the appointees kept faith with the committee, the meeting would have been still better in this regard. The committee limited each exercise to thirty minutes, and, with perhaps one exception, those who accepted appointments *agreed* to the time, and, with two or three exceptions, all *exceeded* the allotted time.

There is nearly a unanimous sentiment in the association in favor of limiting the time to thirty minutes—a large number, if not a majority, are in favor of making this limit still shorter. As the association is now managed, those *appointed* to read papers and those *appointed* to discuss those papers, are about the only persons who can be heard at all. All except the appointed few are compelled to sit and be read at and talked at from morning till night, with the recesses so short that there is not time in which for them to become acquainted with each other.

The programme was an improvement upon former ones, but can be still further improved by being *shortened*. The Journal suggests the following for

the consideration of the committee that has in charge the preparation of the programme for next year: Arrange for *two* papers in the forenoon session, and for but *one* in the afternoon session. Limit these papers to thirty minutes and notify the authors of them that the association does not wish to hear all they know or can find out on the subject assigned, but only so much as they can tell within the time allotted. Notify them that a deliberate violation of the wishes of the committee and the association, in this regard, will be taken (as it is) as an insult to both. Let one of the three evenings (the first or second) be devoted in large part, if not exclusively, to *getting acquainted*. The social part of these associations should be made a prominent feature of them. Let but one person be appointed to lead in the discussion, and let that one understand that it is not expected of him that he shall prepare a second paper on the subject, but that he is to discuss the paper presented. The best discussions are those that are prompted by the spirit of the occasion.

This arrangement will give ample time for a great many short speeches, and thus an interchange of thought can be secured which will be both enjoyable and profitable.

The Journal submits these suggestions for the consideration of the committee, and asks that they be fairly discussed.

SURPLUS DOG TAX.

An opinion has just been prepared by the State Superintendent to the effect that is the duty of township trustees to reserve \$50 of the dog tax on hand March 1, 1878, and to distribute the remainder, *per capita*, on the basis of the school enumeration, giving to each city and town within their respective townships, its share of such surplus dog tax, as determined by such basis. A circular on the subject will soon be issued.

By what authority did the special committee appointed to nominate officers for the next state association nominate *thirteen* vice presidents instead of *seven*, the number formerly elected, and the number specified in the constitution?

WE are sorry that the omission of the State Board questions in the January number of the Journal was necessary. The omission will not soon occur again, and those township institutes that are using them regularly need fear no future disappointment.

EDUCATIONAL EXHIBITS AT COUNTY FAIRS.—There should be an educational department in every county fair held in this state next summer and fall. There will be if county superintendents and teachers do their duty. *Now* is the time to prepare for this; in a few months more the schools will close, and it will be too late. Much can be done to stimulate both teachers and pupils in their work, and to popularize the schools by these exhibits.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR DECEMBER, 1877.

READING.—1. What are the chief ends to be attained in teaching reading in the common schools?

2 “Where is the busy, bustling crowd which landed here two hundred years ago? Where is Smith, that pink of gallantry, that flower of chivalry? I fancy that I can see their first slow and cautious approach to the shore; their keen and vigilant eyes piercing the forest in every direction, to detect the lurking Indian, with his tomahawk, bow, and arrow.”—*W. Wirt*.

Indicate by the use of diacritical marks, according to Webster or Worcester, the pronunciation of the following words: *Bustling, chivalry, tomahawk, vigilant*. Give the rule for the silent letter in the word *bustling*, and words like it.

3. Tell the date, place, and, as far as possible, the circumstances which furnish the ground for the above picture of fancy.

4. Give the etymological and implied meaning of *cautious, vigilant, and detect*. Give synonyms for them.

5. Point out and turn into plain language the figurative expressions. Read the selection.

PENMANSHIP.—1. With what materials should each member of a writing class be supplied?

2. Describe fully the position of body, arms, hands, and feet, which you would have pupils assume for writing. Describe also the position of pen and copy book.

3. How many movements may be employed in writing? Name and describe them. What is the value of movement in writing?

4. What is the unit for measuring the height of letters? What is the unit for measuring their width? What is the rule for spacing and combining the small letters?

5. Make all the letters which are one space in height; make those which are two spaces in height; those which are three.

ARITHMETIC.—1. Define divisor, common divisor, G. C. D., common multiple, and L. C. M.

2. $(8 \div 2) \times 3 + (4 \times 5) - (3 \times 7) = \text{what?}$

$\frac{7}{2} \cdot 6 + (\frac{37}{12} - 1) \div (3 +)^2 = \text{what?}$

3. Write in words the following: 400.025; .425; 3.00262; .00005.
4. State whether San Francisco time is faster or slower than Baltimore time. How much, the difference in longitude being $53^{\circ} 45'$?
5. Define interest, principal, rate, and amount.
6. What is the true discount, and what the bank discount, to be allowed for the immediate payment of \$6000, payable 90 days hence, without grace, at 6 per cent per annum?
7. If 4.5 lb. of sugar cost 18 cents, what will 2.3 lb. cost? Give the full analysis.
8. $\sqrt[3]{421875} = \text{what?}$ $(25)^2 = ?$ $(25)^{\frac{1}{2}} = ?$
9. The parallel sides of a trapezoid are 40 and 54 inches; the breadth is 15 inches; what is the area?
10. A man sold a horse for \$24.15 less than cost, losing 7 per cent; what was the cost price? By analysis.

GEOGRAPHY.—1. Name ten four-footed animals that are natives of Africa.

2. About what parallel cuts the most land?
3. Name ten states east of the Mississippi that are longer north and south than east and west.
4. Explain land breezes and sea breezes. Give the causes of each.
5. What and where is the Suez Canal?

GRAMMAR.—1. What determines the number of parts of speech into which words are divided?

2. What are the essential elements of a sentence?
3. Write a phrase.
4. Write a sentence in which a clause is used as a subject.
5. Name all the parts of speech in the following: "Be careful to cross your t's and dot your i's."
6. What is the difference in thought expressed by the following: (1) "I shall go; I will go. (2) He shall go; he will go."
7. Of what value is the analysis of sentences?
8. What is a participle? Illustrate.
9. Correct the errors in the following, and give reasons: "He has men and boys' hats for sale. The meeting was divided in its opinion." Parse *men* and *was divided*.
10. Analyze the following: "What men he had were true."

HISTORY.—1. What book or books on United States History have you studied? Name a standard work on the subject.

2. The years of 1492 and 1607 are sometimes given as marking the beginning and ending of the "Period of Discovery" in the history of the United States. Why are these dates taken? Why is the period characterized as that of *discovery*?
3. State the important facts connected with the colonization of Pennsylvania. Also state the characteristics of the most prominent personage in the colonization of Pennsylvania, especially as to his religion and his political views as shown in the "Frame of Government" adopted for the colony.

4. What important event is marked by the year 1763? What forms of government existed in the colonies at that time? What were the prevailing religious denominations?

5. Tell the date and the chief political events of Buchanan's administration.

PHYSIOLOGY.—How do bones grow? How may this be proved?

2. What are the direct and indirect effects of exercise upon the muscular system?

3. Why is a mixed diet necessary to man, and how is this necessity modified by age?

4. Describe fully the movements of the chest in respiration.

5. What are the uses of pain?

THEORY AND PRACTICE.—Why should the proper ventilation of a school room receive the attention of the teacher?

2. What means may a teacher use to secure regular attendance?

3. Why is it bad policy to announce a series of rules at the opening of a school?

4. What is your method of calling and dismissing classes?

5. What is your opinion of the practice of offering prizes as an incentive to study?

EDUCATORS OF INDIANA.—VI.

REV. T. H. BALL.

Timothy H. Ball was born February 16, 1826, in West Springfield, now Agawam, Massachusetts. His early education was received in West Springfield and in an academy in Columbia county, Georgia. In these schools he studied Latin and Greek. He read Cæsar's Commentaries when eight years of age. He entered the wilds of Lake county, Indiana, in 1837. Following the footsteps of his predecessor, the Pottowatomie, he became a hunter; but not forgetting his early instruction, he also became a home student and a farmer. He fitted at home for college and entered Franklin College when under the flourishing presidency of Rev. George C. Chandler, in 1848, and graduated in 1850. In 1850–51, he had charge of the Hendricks County Seminary, at Danville, Indiana. For the next six years he had charge of the Grove Hill Male and Female Academy, in Clarke county, Alabama. He was married in April, 1855, to Miss Martha C. Creighton, daughter of Rev. Hiram Creighton, of Clarke county, Alabama. From 1860 to 1863, he was a student in the Newton Theological Seminary, near Boston, where he graduated in June, 1863.

In the next autumn we find him again in Lake county, where he became pastor of the Baptist church at Crown Point. He became principal and proprietor of the Crown Point Academy in 1865, in which position he remained until 1871, when he sold out to the town of Crown Point.

In 1872 he wrote, and in 1873 published, a history of Lake county, a work that does credit to the state and to the author. Would that others of our teachers would do as much for other counties whose histories are unwritten. He began teaching a normal class in 1872, and in 1874 organized the Lake County Gymnasium and Normal School. In 1865 he aided in organizing the Lake County Sabbath School Convention, and has been its secretary since 1866. Is pastor of the Ninth Street Baptist Church, Crown Point, and President of the Maclure Library Association. In 1877, January 20, was elected a corresponding member of the State Historical Society of Wisconsin. Since 1846, he has been a contributor of poems, letters, essays, and discussions to various papers and periodicals, the principal of which are the following: "Journal and Messenger, Indianapolis and Cincinnati; South Western Baptist, of Alabama; Tennessee Baptist; The Grove Hill Herald, Alabama; The Danville Advertiser, Christian Times (now Standard), Chicago, and the Crown Point Register." He also edited the Castilian, the literary periodical of the Crown Point Institute.

DANIEL HOUGH.

NOTES FROM THE STATE NORMAL SCHOOL.

"The great difficulty is always to open people's eyes: to touch their feelings and break their hearts, is easy; the difficult thing is to break their heads.—*Ruskin*.

Rev. S. S. Martin, a graduate of Yale College, has spent several days in studying the ideas, methods, and purposes of the State Normal School.

The classes studying English Literature in the State Normal School, this term, are getting the benefit of Prof. Burt's studies in Anglo Saxon and Early English.

The winter term of the State Normal School began on Wednesday, January 2, 1878.

To learn what a book *is*, and to learn the right use of books, are special features in the training of students at the State Normal School. Some persons are *slaves* of books. Some are the *masters* of books.

S. S. Parr, graduate of the State Normal School, and W. W. Parsons, teacher in the Normal, spent a day recently in a Union Township institute, at Brazil. Mr. Parr presented a plan for grading country schools and also gave instruction in reading. Mr. Parsons gave instruction in English grammar. The demand for institute workers who have had normal training, is evidence of teachers' appreciation of this kind of work.

The enrollment for the term which closed Dec. 22, was nearly double that of the corresponding term last year. The health of students and their punctuality and regularity of attendance, were better than during any preceding term. On the whole, it was one of the most successful terms in the history of the institution.

The Reunion of normalites at Indianapolis, during the time of the State

Association, was a grand success. The number present was nearly *one hundred*, and an entire evening was spent in a most pleasant and profitable way. In addition to the social part, an interesting "*inquiry*" meeting was held.

President Jones propounded the following questions, each of which met with numerous responses:

1. How is your work received in the community in which you labor?
2. Can you make any suggestions by which the normal school can be made to better meet the wants of the common schools?
3. What are you doing to improve the intellectual condition of the community in which you work, aside from the regular school work?
4. What are you doing by way of promoting your own personal culture?

The reports were generally encouraging, and the meeting adjourned in high good humor, resolved to make this kind of a *re-union* a regular appendage of the State Teachers' Association.

NOTES FROM THE NORTHERN INDIANA NORMAL.

The present term, which has been in every way a most prosperous one, will close Jan. 24. The next term, which promises to be even more prosperous than this, will open Jan. 29.

The Star Literary Society dedicated its new hall Jan. 19. The hall is 25 by 65 feet, and is elegantly finished and furnished. The walls are papered, the stage is covered with Brussels carpet, and the main floor with a fine ingrain. The stage is furnished with marble-topped tables, lamp stands, elegant chairs, and an organ. Handsome chandeliers are swung from the ceiling, and the audience room is seated with new and neat chairs. It is said to be the finest hall in the state. The Crescent Literary Society does not intend to be outdone. It has exchanged its former hall for one larger than that occupied by the "Star," and the work of fitting up and furnishing has already begun. There are also numerous other societies working up to the same standard. The semi-annual catalogue is now ready. The demand for this is simply wonderful. Five thousand copies were distributed in one week.

ARITHMETIC CONTINUED.

We will now apply the principles given in the last Journal to the subject of Compound Numbers.

In Reduction Descending the first principle is used.

- I. Reduce 3 bushels, 2 pecks, 3 quarts, 1 pint, to pints.
 1. 1 bushel = 4 pecks.
 2. 3 bushels = 3×4 pecks, = 12 pecks.
 3. 12 pecks + 2 pecks = 14 pecks.
 4. 1 peck = 8 quarts.
 5. 14 pecks = 14×8 quarts, = 112 quarts.
 6. 112 quarts + 3 quarts = 115 quarts.
 7. 1 quart = 2 pints.

8. $115 \text{ quarts} = 115 \times 2 \text{ pints} = 230 \text{ pints.}$

9. $230 \text{ pints} + 1 \text{ pint} = 231 \text{ pints.}$

\therefore in 3 bushels, 2 pecks, 3 quarts, 1 pint, there are 231 pints.

Remember that the sign \times is read "times," and not "multiplied by."

The question may be asked, why not make *one* equation of equations 2. and 3. above? I thus see: we would then have $3 \text{ bushels} = 3 \times 4 \text{ pecks} = 12 \text{ pecks} + 2 \text{ pecks} = 14 \text{ pecks}$, which is untrue, since in any construed equation that quantity which is at the left of the first sign of equality must equal that which is at the right of the last sign of equality. Accordingly we would have $3 \text{ bushels} = 1 \text{ peck}$, which is absurd.

In Reduction Ascending, a combination of the first and second principles is used

II. Reduce 192 pints to bushels.

1. $2 \text{ pints} = 1 \text{ quart.}$

2. $1 \text{ pint} = \frac{1}{2} \text{ quart.}$

3. $192 \text{ pints} = 192 \times \frac{1}{2} \text{ quart} = 192 \div 2 \text{ quarts} = 96 \text{ quarts.}$

4. $8 \text{ quarts} = 1 \text{ peck.}$

5. $1 \text{ quart} = \frac{1}{8} \text{ peck.}$

6. $96 \text{ quarts} = 96 \times \frac{1}{8} \text{ peck} = 96 \div 8 \text{ pecks} = 12 \text{ pecks.}$

7. $4 \text{ pecks} = 1 \text{ bushel.}$

8. $1 \text{ peck} = \frac{1}{4} \text{ bushel.}$

9. $12 \text{ pecks} = 12 \times \frac{1}{4} \text{ bushel} = 3 \text{ bushels.}$

\therefore in 192 pints there are 3 bushels.

REPORT OF THE STATE SUPERINTENDENT.

The State Superintendent of Public Instruction submitted his annual report to the governor early in January. It contains the usual statistical information in regard to schools and school funds, but the body of the document consists of a report of progress in the work of codifying the school law under the instructions of the last legislature. The report states that the original school law has been amended 27 times, and that as it now stands many of its provisions are unintelligible, some impracticable, and others contradictory of each other, and thus this law, which ought to be the simplest and clearest of all legislation, is in fact the worst muddle of all the statutes of the state. The utter confusion of ideas in regard to school officers and their respective duties, the distinction between civil and school trustees, the almost numberless limits to school years and the troubles incident to various offices from this cause; the uncertain jurisdiction of school funds, the duties of county superintendents, etc.; all these are set forth in a light so clear that the necessity for this work of codifying the school law is made apparent to all. It may be added that the task of codification is rapidly approaching completion, and that, when done, it will be a most successful effort to bring order out of chaos. The report shows the total number of children enrolled to be 498,726; average daily attendance, 298,324. Four hundred and thirteen school houses have been

erected during the year, making the total number of school houses 9,476, with 13,574 teachers, of whom 8,109 are males, and 5,465 are females, with an average daily compensation of \$2.51. The average number of school days was 128. Of the children enrolled, 6,751 are colored. The total valuation of school property is \$11,376,729.88. The total receipts for tuition revenue for the year is \$4,873,131.04, of which \$200,00 (estimated) are proceeds of liquor licenses.

HOWARD COUNTY.—The third annual reunion of the teachers of Howard county was held in Kokomo, Dec. 28, and was the best ever held. Besides the essays, orations, poems, and other enjoyable and profitable exercises, there was one feature that merits special mention: Eight different schools made exhibits of school work done by the pupils. Considering the fact that this was the first attempt in this direction, and many of the teachers did not know exactly what was expected of them, the display was highly creditable. At the close of the exercises, sup't Garrigus moved that a committee of five be appointed to take steps and see that all the schools are properly represented in the educational exhibit at the next county fair. This new feature is an excellent one, and it should be copied extensively.

BRAZIL.—Report for the month ending Dec. 21, 1877: Enrollment, 642; number belonging, 599; daily attendance, 557; per cent of attendance, 93; neither tardy nor absent, 233; tardies, 40. The enrollment exceeds, by 114, any previous one. J. C. Gregg is sup't.

SEYMOUR.—The first half of the school year shows an average daily attendance of 517, this being an advance of a little more than 25 per cent over the attendance for the same period last year. J. W. Caldwell is sup't.

THE State Board has increased the number of questions for the examination of teachers, in some of the branches, in compliance with the wish of the county superintendents, as expressed by a vote of their state convention last June.

METEOROLOGICAL—The War Department signal station at Indianapolis records the following facts in regard to the weather for the month of Dec. 1877: Highest temperature, 67°; lowest, 20°; fair days, 5; clear days, 9; cloudy days, 19; days on which rain or snow fell, 18; amount of rain and snow, 2.45 inches. The average temperature was 46.8°, this being by more than 5 degrees the warmest December since the signal station was established in 1871.

THE third annual term of the Westfield Normal Institute will begin July 15, for a term of five weeks. J. Pennington and J. J. Mills, instructors.

A HINT.—J. T. Merrill, superintendent of the Lafayette schools, at the close of the county institute collects and examines the note books of his teachers, and thereby determines how faithfully they have attended the institute.

IN sending money for the Journal, owing to the scarcity of paper fractional currency, many persons inclose silver. For several reasons this should not be done. Postage stamps can always be had and are preferable to silver. When within reach, a post office order is the *safest* and most satisfactory way of sending money.

THE Cass County Normal, to be held at Walton, will begin a ten-weeks' session April 2. James H. Hays and Harry G. Wilson, instructors.

PERSONAL.

J. M. Bloss, sup't of the Evansville schools, sends in a list of *thirty-seven*, names of his teachers for the Journal; John Cooper sends a proportionately large list from Richmond. Could not several other superintendents benefit their teachers and the Journal in this way.

Thos. H. Lambert, M. D., LL. D., author of Lambert's Physiology, and for many years a prominent educator in New York, has recently been convicted of perjury and sent to the penitentiary. For several years past he has been president of the "American Popular Life Insurance Company," which has recently failed. It seems that Dr. Lambert in his reports, in order to cover up the true condition of his company, swore to false statements. He is 58 years of age.

E. B. Milam has resigned the superintendency of Knox county to make the race for county auditor. May he be successful. It is a shame that our best superintendents and teachers are compelled to leave the teacher's profession to find a business that will *pay*.

B. V. Hubbard, teacher in the Hendricks county schools, is now agent for Van Antwerp, Bragg, & Co., for the counties of Morgan, Hendricks, and Henry.

A. C. Shortridge, well known throughout the country as one of Indiana's leading educational men, has gone to Ohio in the interest of Harper Bros. His headquarters will be Columbus.

J. P. Wickersham, who has for the past fifteen years or more been sup't of public instruction in Pennsylvania, is spoken of as candidate on the Republican ticket for Governor.

J. H. Bobbitt, owing to ill health, has been compelled to resign the office of sup't of Decatur county. He accepts a position in the auditor's office. We are informed that he did good work for the schools during the time he was in office.

Wm. B. Ryan has been appointed superintendent of Decatur county *vice* J. H. Bobbit resigned.

Miss Mary J. Reed has just been elected superintendent of schools in Piatt county, Illinois.

E. Whipple is superintendent of the Mishawaka schools.

Robert A. Ogg, superintendent of the Mitchell schools and secretary of the late State Teachers' Association, on Christmas day was married to Miss Lou Hutcherson. Isn't it a shame that a man so newly married was compelled to come down to the drudgery of keeping the minutes of a state association?

W. D. Hinkle, now editor of the Ohio Educational Monthly, made the motion in the Indiana State Teachers' Association, the adoption of which established this Journal. Mr. Hinkle was then a Hoosier schoolmaster.

A. Blunt, sup't of the Goshen schools, publishes in the Goshen Times his reasons for introducing industrial drawing into the public schools of that place. His reasons are good, and the article is pointed.

A. R. Huffman, formerly of Auburn, this state, is now principal of the schools at Fort Townsend, Washington Territory.

Gen. M. D. Manson has been elected president of the board of trustees of Purdue University *vice* Judge Coffroth, resigned.

J. C. Gregg, formerly of Tipton is now superintendent of the Brazil schools.

INSTITUTES.

NEWTON COUNTY.—The twelfth annual session of the Newton County Teachers' Institute convened at Kentland, Dec. 24-28, conducted by county sup't D. S. Pence, was, under the circumstances, a very remarkable one. 1. The unfavorable weather, the almost impassable state of the roads, and the long distance that many teachers had to come, would have prevented, seemingly, anything like a liberal attendance; but, having braved the weather and overcome the difficulties, when together there was a full attendance, aggregating about 100. 2. As may be expected, teachers of this pluck came together to work, and not to play; and this they did. The full time was put in in *solid* work,—not the tawdry work so often presented at institutes for show but that which experience has proved to be both practical and efficient. The labor was done mostly by home workers,—Those from a distance being Harry Wilson, sup't Cass county; U. R. Niesz, Sheldon, Illinois; and Prof. Eli F. Brown, Indianapolis. The spirit that seemed to pervade the members of the institute was most commendable. Sup't Pence deserves the gratitude of the school patrons and teachers of Newton county for his zeal and determined energy displayed in the accomplishment of the results so far attained.

J. H. EDWARDS.

KNOX COUNTY.—The Teachers' Institute convened at Vincennes, Dec. 31. The attendance was good. Enrollment, 135; average attendance about 75. The county superintendent spared no pains to make the meeting a success. W. A. Bell was with us the entire week—always having something good to say to interest and benefit the teachers. He delivered a lecture to an appreciative audience on Monday evening. J. M. Bloss, of Evansville, and J. M.

Olcott, of Indianapolis, were present a part of the week, during which time they made themselves generally useful, much to the edification and instruction of those present. J. H. Smart, Sup't of Public Instruction, was with us Wednesday evening and Thursday. In the evening he delivered an address to a large audience. His talk to the Institute on skilled work in the school room was very effective, and will doubtless cause better work to be done in the county. T. J. Charlton, R. A. Townsend, and Miss Fleming, of the Vincennes schools, were the home workers, and did much to make the visitors and teachers feel at home. R. A. Townsend delivered an excellent address on Thursday evening; subject, "English Literature." W. H. Johnson gave several lessons in arithmetic. The teachers expressed their appreciation of the workers by appropriate resolutions. The universal testimony of those who attended is, that this was one of the best institutes ever held in the county.

SECRETARY.

TIPPECANOE COUNTY.—Institute held at Lafayette, Dec. 17–21. Principal instructors, E. C. Hewett, of the Illinois Normal University, and Dr. R. T. Brown, Indiana Medical College, assisted by a number of home teachers. The instruction given was very satisfactory to all present. One hundred and sixty-four teachers of the county attended; also a large number of those preparing to teach. The interest was kept up until the last hour. We think we have the best institutes in the state. If the readers of the Journal do not think so, they should attend our next one, Dec. 23, 1878.

Resolved, That every teacher should command a salary sufficiently large to enable him to maintain himself and family comfortably, to inform his mind by reading and travel, and to lay by annually a small sum for comfort in his old age; and further, we believe that the surest means for attaining such prosperity is for the teacher to be faithful, energetic, and efficient in the school room, and an active, useful, and trustworthy citizen in the community.

* * *

ST. JOSEPH COUNTY.—The Teachers' Institute met in annual session at South Bend, Dec. 23. The attendance was unusually large, and the spacious high school room, in which the session was held, was each day well filled with members and visitors. Calvin Moon, our county superintendent, is worthy of great praise for securing the best possible instructors for the Institute, and for the able manner in which he conducted it. Our principal instructors were, Alfred Kummer, sup't of the South Bend schools; Mr. and Mrs. Ford, of Kalamazoo, Mich.; Mr. and Mrs. Swift, of Laporte, and W. H. Fertich, of Muncie, Ind. A public lecture was given, on Wednesday evening, by W. H. Fertich, and an elocutionary entertainment on Thursday evening by the same gentleman. Everybody was delighted with the rich and practical instruction given. It is certain, to say the least, that the institute was, throughout, a grand and beneficial success. Appropriate resolutions were passed.

H. J. BURLINGAME, Sec.

LAKE COUNTY.—Our Institute was a complete success. Many teachers of the county were prevented from attending on account of bad roads. Enroll-

ment, 183; teachers present, 96; average attendance, 183. Professors Hoss, Ford, Wentworth, and Chaplin were the instructors, and did most valuable work. The universal opinion is that it was the most interesting institute ever held in the county.

J. M. McAFEE, Sup't.

BUSINESS NOTICES.

Wanted.—An agent in every township and city in the state of Indiana to canvass for an article that should be in every house. An active teacher can easily make twice what he makes teaching school. For circulars and particulars address W. A. Bell, Indianapolis.

W. H. FERTICH'S "Instructive Elocution" is selling more rapidly this year than last. The price has been reduced to only 75 cents. The original lecture and chapter on "Methods of Class Work," are alone considered worth the price. Every teacher and student of Elocution ought to see this concise and practical system of instruction, especially suited to the private learner.

Sent post-paid on receipt of price. Address the author, Muncie, Indiana.

12-tf

ELUCUTION SCIENTIFICALLY TAUGHT.—S. S. Hamill, author of "The Science of Elocution," and Professor of English Literature, Rhetoric, and Elocution, Illinois College, will give private instruction in Vocal Culture, Reading, Speaking, and Gesticulation. Special courses for ministers, lawyers, and those wishing to prepare themselves for Professional Readers or Instructors of Reading in Colleges and High Schools. Send for circulars containing diagrams of the principles of expression. Address, Jacksonville, Ill. 10-tf

Prepaid Samples. Metric School Register, containing a complete Daily and Examination Record in one book of 80 pages, 21x35 cm. for 67 cents. Class Meter, a tenfold rule, 6 cents. Metric Manual, 64 pages, 15x10 cm., best book for Teacher, 22 cents. (Unbound Edition, 11 cents.) School Meter, 73 cents. Best Metric Chart, \$1.62. 100 sheets, 12½x20 cm., 2½ K. Metric paper, 26 cents. 50 Metric Envelopes, 13½ cm., white, 16 cents. Correspondents may save from 10 to 20 per cent on their periodicals by ordering through us.

H. S. McRAE & Co., Muncie, Ind.

2-tf

Cook's Monthly Report Cards are the most convenient blanks ever published on which to make reports to parents. They were prepared with care by O. S. Cook, a man who has had years of experience with records and blanks, both in the school room and out of it. Every parent wants a report,—every teacher wants the most convenient and inexpensive blank on which to send the items,—hence, everybody wants Cook's Monthly Report Cards. Address O. S. Cook, 63 and 65 Washington street, Chicago.

GRAND EDUCATIONAL EXCURSION TO EUROPE, in the summer of 1878, visiting Ireland, Scotland, England, France, Belgium, the Rhine, Prussia, Switzerland, Italy, and the Paris Exposition. All objectionable features incident to European travel entirely removed. Return tickets good for twelve months. College Professors, Teachers of Music and Literature, Art Students, School Teachers, and others of like tastes, please address, for Prospectus,
E. TOURJEE, Music Hall, Boston.

Read the advertisement of W. R. Norris, on "Lightning Interest Timetable."

J. WARREN MCBROOM, of Newtown, does institute work which can be heartily commended. He has a popular evening lecture on "Pestalozzi and Horace Mann," that pleases and entertains.

WE wish very much a few May Journals for 1877. Any one sending us a copy will have the time of his subscription extended one month.

BOOK TABLE.

A LITTLE four-page educational paper has been started at Moulton, Iowa, with the high-sounding name, "Inter-State Normal Monthly." We predict its early demise; its name will kill it.

BENHAM'S MUSICAL REVIEW, published at Indianapolis, gives a large amount of valuable reading matter, and every number contains one or more pieces of popular music. It is certainly worthy a liberal patronage.

Harpers's Weekly, Harper's Bazar, and Harper's Monthly are three model publications, each standing at the head of its class. No teacher should be without a magazine and a metropolitan weekly.

THE following new books are on our table, and will be noticed in the March number of the Journal: Swinton's Language Lessons: Elementary Grammar and Composition, published by Harper & Brothers. Town and Township Officers' Guide: Robert Clark & Co., publishers. Monroe's Primary Reading Charts, new: Cowperthwait & Co., publishers. Complete Arithmetic, by Davis & Peck: A. S. Barnes & Co., publishers.

THE Sermon of Henry Ward Beecher, on the subject of future rewards and punishments, concerning which there has been such gross misrepresentation, is published in full in the Christian Union (New York) of Dec. 26. It is entitled, "The Background of Mystery."

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Duffel's French Method.
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INDIANA
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SCHOOL JOURNAL.

VOL. XXIII.

MARCH, 1878.

No. 3.

COMPULSORY EDUCATION.

 REV. W. H. HINKLEY.

THE subject of compulsory education has engaged the attention of earnest, thoughtful men and women among those engaged in the work of public instruction, to an extent not generally known, especially within the last decade.

The subject grows in importance with the growth of population, especially in our large cities, where population becomes dense.

Ignorance and vice seem to be so inseparably connected together and to become the parents of crime, that a feeling of alarm arises when they are seen to grow together unchecked.

The peace of society and the public safety are constantly menaced in their presence. How can they be diminished and remedied? Where is the remedy? The answer generally given is that it must be found in a good system of education for the masses. Poverty and crime will disappear under its benign influence, and industry and intelligence spring up. Now, although it can hardly be said that the cultivation of the intellect alone, without moral culture and religious influence, will produce this result, yet it is a well recognized fact, shown by statistics, that pauperism and crime rapidly diminish, wherever educational influences extend far enough and wide enough to reach all classes in society. Religious influences, of some kind, are

not wanting where these systems of popular education prevail, and if all in the community could be educated, the whole mass of society would be elevated.

But we find that, even where the most ample and the most liberal facilities for popular education are afforded, where the common school system prevails and education is gratuitous, a large proportion of the population, even of the poorer classes, do not avail themselves of the great boon offered to them. A reference to statistics published within the last few years, will show this to be true. Superintendent Randall, in his report on the condition of the public schools of New York city, made in 1864, said: "Making the most liberal estimate of the number under instruction, we cannot escape the conclusion that not far from 100,000 children in the city either attend no school, or attend a very brief period." Of 204,000 reported enrolled in that year, 40,000, being 20 per cent, attended less than two months. By the report of Sup't Kiddle, for the year ending December 31, 1876, it appears that in these same schools the number taught during any portion of the year was 252,155, and the average daily attendance was 122,518, or less than one half. The number in attendance has largely increased, and the percentage of attendance has also much improved, but there is a great difference between the enrollment and the attendance. In 1868, the State Superintendent of Connecticut said: "Less than one-half of the children of the State are, on an average, found in the public schools." Later reports will no doubt show a better condition in that State. In 1870, the Superintendent of San Francisco estimated that at least 2,968 children were in the streets of that city leading idle or dissolute lives. The Superintendent of Wisconsin observed that, "making a liberal allowance for the number who have previously attended school, and for those who were so situated that they could not attend, there are still remaining more than 50,000 youth in the State growing up in ignorance, more than one-eighth of the whole school population, and about one-sixth of the number that could reasonably be expected to attend school." The State Superintendent of Pennsylvania reported, some years ago, that there were 75,000 children thus growing up outside of the schools, an estimate probably far below the actual number; and about the same period the Police of Philadelphia reported 20,000 in that

city neither in any school, nor engaged in any useful employment. By the last school census of Indianapolis, taken last year (1877), there were 22,806 enrolled between the ages of six and twenty-one years, and an attendance of only 9,615 in the schools. Of the whole number enrolled, however, 5,071 were in attendance at private schools or at work.

These statistics will show what a large proportion of our youth do not receive the benefits of our system of free education. The causes of the neglect of parents to send their children to school are numerous, but they may be reduced to two general ones; first, utter indifference to the wants of their children, in this respect, and second, a desire to profit by their labor. The latter cause has, in the large cities and towns where manufacturing is carried on, removed the children from the streets only to immure them in crowded, ill ventilated rooms, to destroy their health, stunt their growth, keep them in ignorance, and force them to seek amusements that are low and demoralizing, or to gratify their desires for some kind of pleasure in inebriation and worse vices. The wealthy and selfish manufacturer is often too willing to avail himself of their labor, because it is cheap, having little or no concern for their mental or moral improvement. Such being the condition of things in the midst of refinement and civilization, where schools are free and the facilities ample enough for the education of all, or capable of being made so, the inquiry arises whether there is no remedy. The advocates of compulsory education present that system as the solution and the cure. But with respect to the operation of this remedy, there has been some difference of opinion expressed by distinguished scholars and philanthropists in this and other countries; and, indeed, the results of the adoption of a compulsory law, in some parts of our own country, has not, as yet, seemed so satisfactory as to prove the system to be an effectual remedy. Before stating what these results have been or the objections that have been urged against the law, it may not be uninteresting to give some account of the origin of this system. It has been supposed that it began in Europe, soon after the Reformation, but we find it in use at a much earlier period. "In Sparta," it is said, "according to the laws of Lycurgus, the State took the education of children, from their seventh year, entirely into its own hands." For two centuries before

the Christian era, Jewish schools flourished throughout Palestine in which education was compulsory. Charlemagne founded primary schools and compelled the children of all his courtiers to attend them. In 1649, the Synod of Württemberg made attendance at school compulsory under penalty of a fine. In 1787 this attendance was required from the sixth to the fourteenth year. In Saxony, the law of 1773 made attendance at school compulsory from the fifth to the fourteenth year, and provided that children who went to service before their fourteenth year should attend school two hours daily, at the expense of their masters. The law of 1804 was more stringent, and imposed a heavy fine upon delinquents. A similar law was enacted in Bavaria in 1802. In France, in 1795, it was ordered that all children throughout the republic should be compelled to attend school. The law was a dead letter and it was not revived under Guizot's system of 1833, nor under the law of 1850.

In Prussia, a compulsory law has been in force from an early period, and more successfully carried out than in almost any other country. The first attempt at more regular attendance was in 1658. This was repeated in 1716. By a regulation of August 12, 1763, it was ordered that all children be sent to school from the fifth to the fourteenth year. This order was revived in 1794, and in 1819 severe penalties were imposed. School attendance is made compulsory for eight years. In most parts, however, the children are not compelled to attend until the completion of their sixth year, and the school period closes with confirmation. There is a perfect system of registration, each child being registered for a certain school, and unless a dispensation is obtained, there is no excuse allowed. If children do not attend their parents are first admonished, and if this fails after several repetitions, a fine is imposed which may be levied by execution, enforced by imprisonment, or taken out in parish labor. It is in the power of the Board of Managers and of the police authorities to relax the execution of the law, and in some districts it does not seem to be very stringently enforced. The Prussian system has been much applauded; it certainly has proved quite successful. The masses are generally educated in the common branches, although it is alleged that the system is somewhat defective, as it offers to the humbler classes no oppor-

tunity of carrying their education beyond the point at which the elementary schools leave it. These elementary schools are distinct from the real schools or grammar schools, as we would call them. The gymnasia are also distinct from the latter, being preparatory to the universities. A law has very recently been passed in Prussia remodelling the whole system, by which, it is stated, the classical tendency of the liberal instruction will be changed as well as the course of elementary instruction; the special commission who framed the law having derived advantage from our American experience.

Compulsory laws for educating children prevail in all the German States, and also in Sweden, Norway, Denmark, and in all but four of the Cantons of Switzerland. In Sweden, it is said, a very small proportion, about one-fourth of the children are uninstructed.

In England, until lately, there has been no national system of common school education. All interference, on the part of the government, has been opposed by a large party,—mainly by the Dissenters. It has been contended that if a national system were established, religious instruction would necessarily be introduced which would be desired by some and opposed by others. An approach to it has been made, however, in the law passed by Parliament in 1870, by which a Council of Education was appointed, and every endowed school in England and Wales was required to pass inspection by persons appointed by the government. Provision is made for elementary public schools, maintained and managed by local school boards by means of fees, parliamentary grants, and voluntary contributions. No religious catechism or formula, distinctive of any particular denomination is allowed to be taught in the schools that receive aid from the government. The question of compulsory attendance is left to separate school boards, who have discretionary power of enforcing attendance. This power has begun to be exercised.

In our own country a compulsory law has only recently been adopted by any of the states, if we except the early school laws of Massachusetts and Connecticut.

The original school law of Massachusetts is in these words: "That the selectmen of every town in the several precincts and quarters where they dwell, shall have a vigilant eye over their

brethren and neighbors to see that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them properly to read the English tongue, and knowlege of the capital laws, under penalty of twelve shillings thereon." This was probably the first school law passed in America. It was evidently designed to be compulsory, but it ceased to be so regarded after the lapse of years.

A similar law was passed in Connecticut in 1650, where it also afterwards became a dead letter. The common school system which has prevailed in all our northern states has sprung mainly from this seed planted by the Puritans. In New England, the right and duty of the State to educate has seldom been questioned.

In the year 1865, a compulsory law was passed in Maryland, but it was not enforced; popular sentiment was against it, and in a few years it was repealed. In 1871, Texas, Michigan, and New Hampshire passed a similar law, exempting only those children who attended private schools, and imposing fines and penalties for the non-observance of the law. More recently, Washington Territory, Nevada, New Jersey, and New York have followed. In some states there are truant laws, and also called, sometimes, the "Factory Law," which prohibits any one from employing a child who has not attended school a certain part of the year. The Prussian Factory Law requires that every child employed in labor shall attend school at least three hours every day.

Having now given a brief sketch of the system, let us ask, before referring to the results in this country, what objections have been urged against it. We know that there are a few even among Protestants in this country who entertain grave doubts respecting our public school system as at present conducted; when it is made compulsory it may be considered more objectionable. It is evident that there are but three instrumentalities by which the work of education may be carried on; these are the church, the state, and voluntary effort. We have all these in the United States, none interfering with the other, and yet, with all of them combined, a large proportion of our children, about one-third, sometimes more, do not attend school or attend for so short a time that they learn very little. These

instrumentalities do not gather all of them into the schools. How then shall we reach them and prevent the increase of pauperism and crime? Shall the State, assuming that it is her right as well as her duty to educate her children, compel them to attend school, or compel their parents to send them to school? It must be remembered that it is not made obligatory by the compulsory law, as adopted by the states named above, that children should attend one of the State schools; it is enough if they attend any school. Are we prepared to adopt compulsory education with this proviso? The argument in favor of the State's doing so is thus strongly stated by Dr. Gottschick, of Berlin: "It is not only the *duty* to care for the education of children, but also a *right*. Government must protect the well-being of society, which is endangered by ignorance and vice. As the government makes laws for the prevention of crime, it is both its duty and right to educate the future members of the social community, that they may advance its well-being, not destroy it. When obstinate or avaricious parents refuse to educate their children, government must step in and take their place, and see that the duty is discharged."

On the other hand are the following objections, pointed out by a foreign writer: 1. It is a limitation of parental authority. 2. It is inconsistent with liberty of conscience. 3. It lessens the resources of the family. 4. It is a dangerous power in the hands of the government. Two other objections have been urged in Europe,—the impossibility of admitting all children with the present accommodations, and the burden of tax that would fall upon the laboring class. Neither of these latter considerations are of sufficient weight to overbalance the other side. They are of sufficient importance to be noticed, however. In two great educational centers, ranking among the largest cities of the world, New York and Berlin, the accommodations in the public schools are far from adequate. In the year 1876, 9,142 pupils were refused admission to the public schools of New York city for want of accommodation, and in Berlin, it is said, the *private* primary schools educate nearly one-half of the children who receive primary instruction.

As to the tax, it would be increased if the number of pupils was nearly doubled, as would be the case in some places, and

very materially increased, if the course of instruction for all extended much beyond the ordinary elementary branches.

The question of parental authority is more important. The authority of the parent over the child is absolute, and ordinarily beyond the interference of the State. There are some instances, of course, where the State, through its courts, will protect a child against an inhuman parent, and even separate a child from its parent, assuming guardianship and control over it. But, ordinarily, the domestic relations and the duties and obligations growing out of them, which are of a private nature and do not involve the rights of property, are not interfered with by the State. But if it be assumed that it is the duty of the State to educate the children of her citizens, and that she has a right and control over their persons as well as over their property, then all the power and means necessary to the performance of that duty must be conceded to the State. If the duty of educating, which primarily rests with parents, be a moral and religious one, then we concede to the State not only the duty of enforcing such an obligation, but we impose upon her the obligation itself.

The relation of the teacher to the child, in school, is like that of a parent; an authority is exercised equal to that of the parent, and obedience may be enforced by severe measures. A parent may be willing to give this authority to a teacher chosen by himself, but where there is no choice, and he is compelled to send his child to school to be under the government of an inhuman teacher, the case becomes very serious indeed. If the State law leaves the parent the choice of a State, a church, or a private school, then the difficulty is partially remedied. And if there be none other than a State school, the evil or hardship, if any exist, must be corrected by law, or by the force of public sentiment.

The question of liberty of conscience involves the religious element. So long as religious instruction is not employed in the State schools, those who do not want it have little to complain of. The churches supply what the State does not. But there are many, and the number is growing, who think that natural science and intellectual training ought not to be separated from moral and spiritual culture. Science is but the handmaid of

religion, as Hagar was to Sarah, and if science and natural reason be made to dominate over Divine Revelation, so as to exclude the latter, Israel is brought into bondage to the Egyptians, and made to suffer oppression at the hands of the Assyrians.

Education, moreover, is a development or drawing out of the human faculties, and should call forth the purest and best affections not only of the educator, but of the educated. *No merely mechanical methods can do this.* In answer to this statement, it may be said that there is nothing in our State system, even if compulsory, that would prevent the best effort, and that religious instruction need not be provided by the State, since it is supplied by the Sunday-schools, home instruction, and instrumentalities provided by the various churches.

As to the third point, power in the government, this need not be feared so long as the government is republican in form, limited in its powers by constitutional law. The American people are jealous of all interference with their inherent, natural rights, especially those which concern the domestic or family relations. They believe that government is instituted generally for the protection of life and property, the punishment of crime, and the guarantee of certain civil or political rights. To go beyond these, they think, will lead to the control, by the government, of all our interests, private and public, as is done by absolute governments. But when the government is "of the people, for the people, and by the people," there is no separate interest. The government is in the people and the people is one with the government. The only danger is that a dominant party may, for a time, use any or all her public institutions for private aggrandizement or party ends; then our public school system may become an instrument in the hands of a dominant party to advance its own interests and propagate its opinions, through the use of text-books and by the communications of teachers. M. Duruy, Minister of Public Instruction under Louis Napoleon, was accused, whether justly or not we cannot say, of using his position and influence to perpetuate the power of the *Buonaparte* dynasty in France.

Having reviewed the arguments for and against compulsory education, let us inquire how far the experiment has proved successful in this country. It must be admitted, in the first place,

that the experiment has been too recent to justify us in basing any definite conclusion upon the results already ascertained. We give these results, however, as we have been able to find them.

As already noticed, the law was abandoned in Maryland before it was fairly tried.

In Massachusetts, where a truant law has been in operation for some years, it has been difficult to enforce even that law. It becomes a reformatory measure; the truants are regarded in the light of criminals or as public offenders, and in Boston they are sent to a reformatory school. General Oliver, State Constable of Massachusetts, said, in 1870, that the compulsory law was not enforced. "We have no right," he says, "to boast of compulsory education in Massachusetts."

The State Superintendent of New Hampshire, where, it will be remembered, the compulsory law was passed in 1871, says, in 1873, "the law is not enforced in this State." In Nevada, where the law was passed in 1873, the State Superintendent said, in the following year, that it had increased the interest in public schools, and that at that time no instance had yet occurred of enforcement of its penal provisions. The State Superintendent of Michigan said, in 1874, that from answers received from the county superintendents, the law of 1871 was shown to be, in a large extent, without effect; in 31 counties, practically null; in 9 only it has increased attendance for fear it might be enforced.

Superintendent Kiddle, of New York City, in his report at the close of 1876, already quoted from, says: "It cannot be said that the Board of Education has been, in the least, derelict in the discharge of the duties imposed upon it by the 'Act to secure to children the benefit of an elementary education.' Indeed, in no other part of the State have any practical steps been taken to enforce its provisions. The amendments to the law enacted May 20th, 1876, which strengthened considerably the powers of the Board to enforce these provisions, has, to a slight extent only, as yet, been made available; and doubtless there are thousands of children employed in stores, factories, workshops, and street occupations who, although between the ages of eight and fourteen years, receive no school instruction. Through the efforts of the agents of truancy, many truant chil-

dren have been restored to the schools from which they had absented themselves, and some new pupils have been brought into the schools. I cannot find, however, from the reports of the principals, that the number of the latter is considerable. The returns, indeed, show that the whole number, in all classes of schools, is only 743; in the male grammar schools, 40; in the female grammar schools, 1; in the primary departments and schools, 133; in the colored schools, 4; and in the corporate schools, 565. The fact is, there are, at present, insuperable obstacles to the enforcement of this law: (1) the difficulty of ascertaining, with any degree of accuracy, what children, liable to its provisions, are engaged in various occupations, without a much larger number of agents than probably could be employed; (2) the difficulty of retaining the wayward, unruly, and truant children in school after they have been placed there; and (3) the want of a special provision for vicious and depraved children who cannot be admitted into the public schools because their influence upon the other children would work immeasurably more harm to the community than the evil which this law is designed to cure. At present, notwithstanding the faithful and laborious exertions of the officers in charge of the truancy department, I do not think the results are at all commensurate with the expense incurred. Certainly, when so many children are refused admission to the schools for the want of suitable accommodations, as have been above reported, it would seem to be better policy to appropriate the money thus expended to the building of additional school houses, now so much needed in the upper wards of the city. I am by no means insensible to the need of suitable provision for the arrest of vagrants and truant; but I have been at a loss to perceive that the results of the operation of the new law have been any more satisfactory than were those accomplished by the truant officers, formerly detailed for this service by the police department, and the arrest of street vagrants seems more appropriately to belong to that department than to the department of public education."

It will be seen, therefore, that the results of the experiment in this country are as yet quite unsatisfactory. Time may yield better results. But would it not be better to invite by all possible means,—and especially by making education itself an at-

tractive thing—the enjoyment of this great privilege, than to attempt to enforce it by a compulsory law, which would require fines and penalties to be imposed, and would necessarily compel the association of the good and bad elements together, unless separate provision were made for the latter in reformatories. This provision would be required in all our large cities. Would it not be better, as was said by Sup't Monteith, of Missouri, in 1871, “to build school houses, improve the system of instruction, and deepen and widen a healthy educational sentiment as a means of securing attendance upon the schools.”

Education, like religion, must be a slow and progressive work. The masses of the people will learn to appreciate it as fast as they can perceive its value to them. Self-interest is a powerful factor in the problem of human progress; and the State may see that it is her interest to educate the people in those branches of learning which will fit them for the employments of life, and thus add to her own wealth and resources. After the usual instruction in elementary branches, let there be schools for acquiring a knowledge of the mechanic arts and agriculture, so that the State may provide for its own life and strength in raising up skilled artisans and workmen. Industrial schools, where the pupils are employed a part of their time in some remunerative work, will stimulate a healthy growth of mind and body. All merely literary and classical instruction, such as may be required for the profession of law, medicine, or theology, or for any of the higher professions, may well be left to private institutions not sustained or carried on by the State by an annual outlay of money, and receiving only a limited endowment from the State. This question needs now to be considered more than that of a compulsory system. But if we are obliged to determine how far we must go, or to decide whether the law is a salutary one and ought to be enforced, let us be guided by the higher considerations, remembering that it is better in matters affecting the mental, moral, and religious wants of the people to use such influences as will win and attract, rather than coerce or compel. Education must be made so attractive through humanizing methods and moral and religious influences as to draw away the vagrant from the paths of idleness, and even to reclaim the vicious. We may begin with self-interest and after-

wards make the habit of acquiring knowledge, so pleasing in itself that the little children and youth will seek our school houses and educational halls as they would seek the springs and fountains of water to quench their thirst.

THE SINGLE LINE DIVISION METHOD OF EXTRACTING CUBE ROOT.

By WILLIAM RICHARD MORRIS, Ex-County Sup't, Shelby Co.

To determine the number of figures in the root. Separate the given numbers into periods of three figures each, counting from the unit's place; each way in case of decimals.

To find the first figure of the root. Find the greatest cube contained in the left hand period, extract its root and place it on the right, like a quotient in division, for the first figure of the root. Subtract its cube from the left hand period, and to the remainder bring down the next period, for a dividend.

To find the second figure of the root. Take three times the square of the first figure of the root, for a partial trial divisor; find how many times it will go into the dividend, exclusive of the two right hand figures, and write the result in the quotient for the second figure of the root.

Next take 30 times the first figure of the root, multiplied by the first two figures of the root; plus the square of the second figure of the root; this will give the first complete divisor.

Multiply said complete divisor by the second figure of the root, subtract their product from the dividend, and to the remainder bring down the next period for a new dividend.

To find succeeding figures of the root. Consider that part of the root already found as so many tens, and proceed in the same manner as in finding the second figure.

To find trial divisors, except the first. The last complete divisor with two ciphers annexed, will generally be sufficiently accurate for the next trial divisor; thus enabling us to obtain the next succeeding figure of the root by inspection, thereby dispensing with the calculation of all trial divisors after the first, which can itself be computed mentally. When, however,

this method gives too large a quotient figure, take one less for the correct quotient figure.

To find any complete divisor after having found the first figure of the root. Take 30 times the root already found, multiplied by said root with the next figure of the root annexed, plus the square of said next figure of the root.

N. B.—In all cases where the trial divisor gives too large a quotient figure, take one less.

What is the cube root of 41,278,242,816?

$$\begin{array}{r}
 41,278,242,816(3456 \\
 27 \\
 \hline
 30 \times 3 \times 34 + 16 = 3,076) 14278 \\
 12304 \\
 \hline
 30 \times 34 \times 345 + 25 = 351,925) 1974242 \\
 1759625 \\
 \hline
 30 \times 345 \times 3456 + 36 = 35,769,636) 214617816 \\
 214617816 \\
 \hline
 \hline
 \end{array}$$

What is the cube root of

$$\begin{array}{r}
 413,493,625(745 \\
 343 \\
 \hline
 30 \times 7 \times 74 + 4^2 = 15556) 70493 \\
 62224 \\
 \hline
 30 \times 74 \times 745 + 5^2 = 1653925) 8269625 \\
 8269625 \\
 \hline
 \hline
 \end{array}$$

What is the cube root of

$$\begin{array}{r}
 118,805,247,296(4916 \\
 64 \\
 \hline
 30 \times 4 \times 49 + 9^2 = 5961) 54805 \\
 53649 \\
 \hline
 30 \times 49 \times 491 + 1^2 = 721771) 1156247 \\
 721771 \\
 \hline
 30 \times 491 \times 4916 + 6^2 = 72412716) 434476296 \\
 434476296 \\
 \hline
 \hline
 \end{array}$$

Demonstration of Algebraic Formula for the foregoing rule and method:

Let $10t + u$ = any number composed of tens and units.

Then will $(10t + u)^3 = 1000t^3 + 300t^2u + 30tu^2 + u^3$.

And, $300t^2u + 30tu^2 + u^3 = 2d$ dividend.

Or, $(300t^2 + 30tu + u^2)u = 2d$ dividend.

Hence, $300t^2 + 30tu + u^2 = 2d$ divisor.

Also, $300t^2 + 30tu = 30(10t^2 + tu)$.

And, $300t^2 + 30tu + u^2 = 30(10t^2 + tu) + u^2$.

Also, $30(10t^2 + tu) + u^2 = 30t(10t + u) + u^2$.

Therefore, $30t(10t + u) + u^2 =$ complete divisor for all figures of the root, except the first.

The formula, $30t(10t + u) + u^2$, may be explained thus: 30 times the tens, multiplied by 10 ten times the tens + the units, plus the square of the units.

HOW SCHOOLS ARE CONDUCTED IN EGYPT.

ONE primary school in Cairo is well worth having a peep into. You open a door on the street and find a room about ten feet square. It is below the level of the road, and lofty for its size. A grated window, high up, gives a dim light; but a flood of sunshine comes in at the open door, and strikes full on the bright crimson robe of the Fakeeh as he sits on his cushion in the corner. At one end stands the only piece of furniture in the room. It looks like a large harmonium done up in brown Holland; but it is a box containing the bones of a saint. In front of this curious piece of school furniture squat four and twenty little black and brown boys. One or two are disguised as girls, to protect them from the evil eye. All have dirty faces and all are suffering from ophthalmia. They sit in two rows, facing each other, and simultaneously rock their bodies backward and forward as they recite the alphabet, or that verse of the Koran which forms their day's task. The children shout at the top of their little cracked voices in a nasal tone far from musical. The noise they contrive to make is astounding, considering how small they are. If they cease their rocking, even for a moment, the master brings down his long palm cane upon their shaven skulls and they recommence with renewed energy, and an even more violent see-saw. The sentence repeated does not convey the slightest meaning to their minds, nor is any attempt made to explain it. Two or three older children are sitting beside the Fakeeh, getting lessons in the form of Arabic characters. Their copy book is a piece of bright tin, and they use a reed pen called a kalam. The ink bottle is a box contain-

ing a sponge saturated with some brown fluid. A long row of tiny slippers, of every form and color, lie neatly arranged at the door; for the place where the bones of a saint are enshrined is holy ground, and no one may soil the clean matting of the floor with outside defilement. No register is kept of the pupils or of the days of their attendance. Indeed, although the Fakeeh can repeat the whole of the Koran, it is highly probable he would find some difficulty in counting up the number of his scholars. His acquirements begin and end with a textual knowledge of the sacred book, and, unfortunately, the wishes of his pupils' parents with regard to the education of their children are bounded by the same narrow limits. The schoolmasters are miserably paid, mostly in kind, for piastres are scarce; but they exercise considerable influence, and no marriage or family fete is complete without their presence. In better class Arab schools a little arithmetic is sometimes taught, but not always. Boys who wish to pursue that branch of their education generally learn from the public gambania, a man whose business it is to weigh merchandise. A child whose father keeps a shop is taught by assisting in it. Geography is also neglected, which is fortunate, as nothing can be more ludicrous than the lessons when they are attempted. The teaching is, of course, entirely based upon the Koran, which upholds Mr. Hampden's views with regard to the shape of the earth. The children learn that it takes five hundred years of traveling to get around the mighty plain, while perhaps a few yards from the school house door hangs one of Mr. Cook's placards offering to do the whole business in ninety days. It must be a little hard to explain all about the seven earths, and the seven climates, and the seven seas of light. The one important fact which the children retain is, that Mecca is the center of the earth. At present each boy comes to the master with his lesson, says it, and returns to his seat. He is succeeded by another, and so on during the day.—*Saturday Review*.

"WHAT is the best remedy," asked a preacher of a shrewd observer, "for an inattentive audience?" "Give them something to attend to," was the significant reply. "Hungry sheep will look up to the rack if there is hay in it."

OAKLEY AND CLEARBROOK.—VIII.

 "CHARLES WACKFORD."

LETTER X.

OAKLEY, INDIANA,
Jan. 20, 1877.

My Dear Cousin Fannie:

Your letter was received in due time, and, as usual, it was read by all in the house. Kate, and Charley, and I have worked out all the problems in it, and have been giving each other more of the same kind.



Our school has lost none of its interest by taking a holiday and now among the many things that I wish to tell you, the first is what these pictures mean.*

Soon after the opening of this term, Miss Alice Baker, the teacher in the intermediate department, gave to each pupil that wanted to write the story a slip of paper that had all these pictures on it in the order in which they appear in my letter. The pupils were to study the pictures and then write the story.

The pictures were to be cut out and pasted on the paper with the story, so that they might serve as illustrations. Five of the stories were read in our



room yesterday afternoon, and although they were all written from the same pictures, they were quite interesting; no two being alike. Some told about a boy and some about a man; no

* Teachers desiring copies of these pictures for use in school can get 25 sets for 25 cents, sent by mail, or any greater number at the same rate. Address D. Eckley Hunter, Washington, Ind.

two had the same name for the dog. One boy gave us the dog's side of the story, and one girl looked at it from the rabbit's side. All the others took a boy's view of the case and two of the five caught the rabbit, notwithstanding the strong indications given by the pictures that it escaped. Teachers and pupils were all pleased with the stories, and some of us wished that our compositions were not more difficult to write.

But we are not quite done with the stories. After they were all read criticisms were called and one of the boys said: "I think Lizzie All-

story is faulty because she speaks of the cricket singing on the hearth the night before New Year. I do not think crickets sing in the winter." To this Lizzie responded by saying: "I may be mistaken, but I think I have heard crickets sing on my grandmother's hearth in



the winter time, and that was the reason I put it into the story." Mr. Gibson did not tell us which was right, but told us we

might have that for a question to investigate and report upon next week.

Kate says for me to tell you what she learned by visiting Miss Baker's room last week. She says if it does not interest you, perhaps Miss Claxton may be interested in it. The class in language had written some exercises, and the papers were placed in the hands of the pupils for criticism. Their criticisms were to come up in the



form of notes written to their teacher. Kate was so well pleased with the idea that she took copies of some of the notes, and as

they sufficiently explain themselves, I will copy them for you. They were by children from ten to twelve years of age.

(1)

OAKLEY, IND., Jan. 10, 1877.

Dear Teacher:

I have the pleasure of saying that Wilde Tyler has no mistakes in her composition.

Yours truly,

WILLIE MOORE.

(2)

OAKLEY, Jan. 10, 1877.

My Dear Teacher:

I have the pleasure of saying that Willie Moore's composition is very well written, but I am sorry to say that he has mis-spelled three words.

Your pupil,

WILDE TYLER.

(3)

OAKLEY, Jan. 10, 1877.

Miss Allie Baker:

I have the pleasure of finding no mistakes in Anna Staton's composition.

Your pupil,

LILLY GILBERT.

(4)

OAKLEY, Jan. 10, 1877.

Miss Baker:

I hate to tell, but Sammy Pyles had twenty mistakes. They were all mis-spelled words.

JOHN WRIGHT.

You see that some of them have expressed their thoughts bet-

ter than others, but what Kate admires is that when they had an unpleasant thing to say they tried to say it in a pleasant way. Miss Baker says that by correcting each other's exercises in this way, they often

learn to correct a great many of their own errors.

I believe I have never told you how we study history by taking a walk. Every one says that the hardest thing in history to remember is the dates; but we are disposing of much of this difficulty in our walks. We went walking with Mr. Gibson one afternoon on the railroad, and when we reached the end of the platform at the depot he said: "We will commence with this cross-tie and call it the Christian Era, and each tie that we pass over in going up the road shall be a year B. C., and each one going down the road shall be a year A. D."


We then started up the road, counting the ties as we walked, until Mr. Gibson stopped and said:

"What is this?"

"It is 31," said one of the girls.

"But what event occurred in 31 B. C.?"

After all failed to answer, he said:

 "Well, here (*standing on the end of the tie*) is the promontory, and here (*arranging some little chips on the ground*) are the two fleets fighting, while the hostile armies on land are merely spectators."

"It is the battle of Actium," said Kate, "and here (*strewing some little pieces of paper upon the ground*) is Cleopatra sailing away for Egypt."

"Yes," said Mary Lane, "and here is Mark Anthony giving up the fight and following his queen;" as she said this she drew ships (*chips*) away from the rest to indicate a retreat.

Our next stopping place was 44. I knew that was Julius Cæsar. At 49 we marked "The Rubicon," 60 was the first Triumvirate, and 100 the birth of Cæsar. We now found that if we stopped to mark so many we should not walk very far, and might have more marked than we could easily remember. We then walked on and marked 146 for the burning of Corinth and destruction of Carthage, and 202 for the battle of Zama, between Scipio and Hannibal.

The battle of Ipsus, at 301 was indicated by dividing off a little territory into four divisions, showing that it resulted in dividing the empire of Alexander into four empires; 323 was

marked for the death of Alexander, and 480 and 490 the battles of Thermopylæ and Marathon. As we returned from our walk we counted the tiers backward, and as we came to each mark we told the event and date. We thus noticed that the battle of Thermopylæ was ten years after that of Marathon, and that the empire of Alexander was divided twenty-two years after his death; that Hannibal lived about one hundred years after Alexander, and that Julius Cæsar was fifty-six years old. In our subsequent walks we marked:

538, Babylon taken by Cyrus.

747, The Era of Nabonassar.

753, The Founding of Rome.

776, The First Olympiad.

The last three we called the group of eras and the *eighth century*, the century of eras. Other dates were marked as we took longer walks, but as our history says that dates beyond the eighth century are not reliable, I will not give them.

We still write historical essays, and I believe I learn more from them than from the regular work of the school. They are not confined to the classes in history, but extend to others. We have written in Natural Philosophy on the following and other subjects: "My bow and arrow," "The well is deep." (*Artesian wells*.) "Balloons." "The Steam Engine," etc., etc. I think I understand the engine now, but I did not until Mr. Gibson took us to the mill and explained it to us there. He also took us to the depot and explained the locomotive. This work outside of the books I am sure we all enjoy very much, and we are glad to know that Mr. Gibson enjoys it as much as the members of the class.

All the household send love to you. We are always pleased to get your letters.

Your affectionate cousin,

HELEN S. BARR.

READING LESSON.—II.

GIRLS AND FLOWERS.

ONCE there were two little sisters—Ellie, who was six years old, and Fanny, who was four and a half. Their father, who went to Boston every day, often took a nosegay, which his girls cut for him, to put in a vase in his office.

One morning, as he was going through a dirty part of the city, he met three or four ragged little girls, who asked him to give them some of his roses. So he gave them one apiece, and when he got home at night he told Ellie and Fanny what he had done with their nosegay.

They were much pleased. Little Fanny got her scissors and started for the garden to get more roses, but her mother persuaded her to wait till morning. So the next morning, and a good many mornings after that, the two little girls were out bright and early, cutting pretty flowers for their father to give away to the little girls who had none.

He seldom had any flowers for himself when he reached his office, and the first question Ellie and Fanny asked at night was, "Papa, did you see any little girls to-day to give flowers to?"

PREPARATORY STUDY OF WORDS.

*Nosegay	roses	*office	*Fanny
to-day	flowers	*city	*Ellie
scissors	persuaded	there	*Boston
*vase	question	their	country

The above words are selected from the reading lesson because some of them express the central ideas in the sentences, others are difficult to spell, and others illustrate facts in the formation and pronunciation of words which pupils should be led to observe.

Pupils should be required to pronounce the words rapidly and accurately, to spell them by letter, orally, and in writing.

They should be tested on the meaning of the words which express leading ideas in the lesson. They may be required to give synonyms, to use the word in a sentence, or to tell in their own words what the word means, or to describe the thing named.

They should spell by sound the words checked, and tell what letter stands for each sound. They should observe that some letters are silent; that *s* in different words has different sounds; that *c* in city has the same sound as *s* in vase; that *y* in some of the words has the same sound as *i*.

They should observe that the words *their* and *there* sound alike but are spelled differently and have different meanings.

They should observe how the pronunciation and meaning of the words *flowers* and *roses* would be changed by dropping final *s*; how the word *vase* would be changed by adding *s*.

They should observe that the words *nosegay* and *to-day* are both formed by putting two words together; and that a hyphen is used in one word and not in the other.

They should observe the use of capitals in words of the lesson.

VOCAL DRILL.

For vocal drill the same exercises may be used as those suggested in first reader lesson. *

For distinct articulation, practice on the phrases, "four and a half;" a dirty part of the city; in his office; cutting pretty flowers; asked him, etc.

The larger part of one's vocabulary is acquired, not by the study of words in set "spelling lessons," but by observing the pronunciation and use of words in oral speech, and by reading.

The extent and accuracy of one's vocabulary must, therefore, depend largely on the power of intelligent observation through the ear and the eye, and on the *habits* of study formed in the study of the lessons which are given.

INTERPRETATION OF THE LESSON.

Two little girls are presented. They are sisters. They are pretty children, clean and neatly dressed. They live near a large city—Boston.

Their father goes to town every morning to his business. He has an office there. He may be a lawyer, a merchant, or an editor. He comes home at night. He has a nice home in the country. The grounds are laid out in walks and plats of grass in which stand shade trees. The birds sing in these trees in the early morning. Part of the ground is occupied by a garden filled with growing vegetables, fruits, and many beautiful flowers.

It is a bright, beautiful morning in June. The children are awakened early by the singing of the birds.

The leaves, the grass, and the flowers are sparkling with dew and filling the air with perfume. The little girls enjoy the pure air, the sunshine, the flowers, and their comfortable home.

*See First Reader Lesson, January No. Journal.

Their father is a kind, intelligent man. He loves his two little girls, and does many things for their comfort and happiness. The little girls love their papa, too, and to show him that they love him, and to make him think of them and their beautiful home while he is gone, they give him a nice bouquet of flowers to take with him to the city.

When their father reaches the city he has to pass through a close, narrow, dirty street. Close together, on each side of the street, are dingy-looking brick houses, with dirty, broken windows. The sidewalks and pavements are of stone. How hot and dusty the street is! Stifling odors come from the gutters, and from the cellars under the walks. No sod of green grass, no beautiful flowers are there. No trees with their leaves sparkling with the morning dew, give shelter to the singing birds; so the birds do not come.

Yet these houses are filled with people, crowded together, from basement to garret. Not only men and women but many children, little girls of the age of Fanny and Ellie live here. These children have poor food and ragged clothes. They are left to learn many bad ways. Their fathers and mothers have no time and no wish to teach them what they need to know.

As Ellie's and Fanny's father passes up the street with his bunch of beautiful flowers reminding him of his own two little girls at home, three or four ragged little girls ask him for some roses. He gives each of them a rose.

At night he tells Ellie and Fanny what he has done with their nosegay.

They pause a moment to think that papa has given away their nosegay. It would have pleased them to think that papa had kept it and placed it on the table in his office, where its beauty and perfume would have caused him to think of his own two little girls at home, and wish to hasten home at night to enjoy their company.

Then again they thought of the hot, narrow, dirty street in the city. They thought of the poor, little, ragged girls who had never been out of that street; had never seen the green fields, the flowers, the trees, the birds in the country; had never smelled the fresh, pure air of such a morning as that was. They feel happier that their father gave the flowers to the little ragged girls.

They wish to continue this pleasure.

Fanny, although it is now nearly dark, gets the scissors and starts for the garden to cut fresh flowers to send to the poor little children in the city. Her mother persuades her to wait till the morning; the flowers will then be fresher and more beautiful.

The children wake next morning with the birds. They gather more flowers than before, that their father may make more of the poor children in the city happy.

Although the children in the city are dirty and ragged, and have some bad ways, they know what beauty is and enjoy it with delight.

Ellie and Fanny were made happy by the kind thoughts and feelings which came back to them from their own kind *deed*.

Kind thoughts and *feelings* are flowers which *all* may offer in some way, not only to those whom they love, but to strangers who may need them. The more one gives away these fairest of all flowers, the faster they will grow in the *heart-garden*.

Every reading lesson *should* have a message for the soul of the child. Something of truth, or beauty, or goodness, should be expressed in it. The message can reach the soul only as it comes in a form which the fancy can seize, and which the soul can translate through its own experience.

This selection has an *ethical* truth to teach—the universal truth of *charity*. Its power over the *will* depends on the vividness with which the mind sees the concrete forms in which it is presented.

The simple, almost barren story, taken for this lesson, leaves the child with only the strong outlines of scenes. These scenes his own imagination must complete. The effort to do this, under the guidance of the teacher, will warm the mind into that fervid glow of feeling in which it becomes most sensitive to the touch of the good.

The preceding may suggest the preparation which will enable the teacher first to find the “*spirit of the lesson*” himself, and then to ask the questions which will help the children to find it.

W. A. J.

Rutherford B. Hayes neither chews, drinks, smokes, nor swears, and yet he has been in political life nearly twenty years.

OFFICIAL DEPARTMENT.

TO COUNTY SUPERINTENDENTS.

In the summer of 1877, the school officers and the officers of the Agricultural Society of Wells county agreed to arrange for an exposition of school work at their annual fair for that year. Premiums were offered by the Agricultural Society for the various kinds of school work, and the teachers brought in copy books, specimens of drawing, examination papers in various branches, etc., etc. The result was highly satisfactory to all, as may be inferred from the following correspondence, viz:

LETTER OF A. E. BUCKLEY.

"BLUFFTON, IND., Jan. 19, 1878.

HON. J. H. SMART:

DEAR SIR:—The Educational Exhibit of the Bluffton schools, at the county fair in September last, cost about seventy-five dollars. The benefit derived was worth many times this amount to us. The interest was intense. My pupils made more real progress, better reviews, more thorough and critical investigations, even in the common branches, during the time of our preparation (four weeks) than at any other time within the school year. We propose to try it again, and expect to do much better next time.

Please accept the thanks of our School Board and of our school for the interest you have taken in our behalf.

Yours respectfully,

A. E. BUCKLEY,
Superintendent of the Bluffton Schools."

WM. H. ERNST'S LETTER.

"The 'Educational Department' in the Wells County Fair, held in September, 1877, although an experiment to a great extent, *excelled* and *eclipsed* everything else. To the Society it was not only a financial advantage of four or five hundred dollars, but also the means of securing the hearty co-operation and support of all classes in the interest of our Fairs in the future.

The schools of our county are already reaping some of the good resulting

from this their first Exhibit. We are forced to the conclusion that it pays to give the schools space and premiums at our fairs.

W. H. ERNST, Sec. W. C. A. S.

BLUFFTON, IND., Jan. 17, 1877."

The following is an extract from the report of the Secretary of the Wells County Agricultural Society to the State Board of Agriculture:

"We have created a class or division of Education in our County Fair for the purpose of stimulating an interest in the cause of education, and awakening a new interest in the Fair.

Our winter schools were all closed when the idea was conceived, being then as late as April when we agreed to offer premiums in that department. Only our city school and normal school made any effort as schools to compete for premiums. The very excellent work which was displayed by our graded school, under the management of Prof. Buckley, and the normal school of Bluffton, under Superintendent S. S. Roth, does much credit to these schools, and, considering the limited time they had to prepare the work, they far surpassed the most sanguine expectations of the friends of education in this county. An effort is now being made in many of our schools throughout the county to make that part of our next fair a grand success. Our experience so far, viewing the matter from our last year's success, and the thorough and stimulated effort now being made by the schools throughout the county to receive the honors, we think justifies us in recommending that a similar effort be made by other Agricultural societies, believing that such efforts will be fully rewarded.

We find that the benefits are not only in the interest of education, but the people will take more interest in the fair, turn out better, and therefore the fair will be better financially as well as morally and intellectually.

We set apart one day free to all pupils of our common schools, and on that day last season our gates could not do the business, and we opened an extra gate to admit the teams.

We expect to offer a much more extensive list of premiums in that division at the next fair, and hope to have the hearty co-operation of the friends of agriculture and education combined."

At my request, Professor Buckley, Superintendent of the Bluffton schools, brought the various products shown at this fair to Indianapolis and exhibited them at the State Teachers' Association in December, 1877.

The following resolution, concerning the exhibit was adopted unanimously, viz:

"*Resolved*, That we most heartily recommend the plan suggested by Sup't Smart of holding educational exhibits at our county agricultural fairs. The success of the exhibit made by Sup't Buckley, and of others hardly inferior in merit, fully warrants the belief that such expositions of our educational industry will tend to awaken a new enthusiasm in the schools of our State."

If an exposition of this kind could be made at the county fairs under suit-

able management, I think it would produce good results. Pupils should be required to exhibit their *regular work*, and the ungraded schools should have a fair chance with the graded schools of the towns and cities.

I commend this matter to your careful attention.

Very respectfully,

JAS. H. SMART,
Superintendent of Public Instruction.

PARTS OF SPEECH.

Words are divided into classes or Parts of Speech. This classification must have a fundamental basis in thought if it is to hold. In the sentences, "I come," "To come is his duty," "Time to come is called future," the word "come," in each case, expresses action, but it is a different part of speech in each sentence.

In the first sentence it is a verb, in the second, it is a noun, and in the third, it is an adjective. So in the sentences, "He came speedily" and "To come speedily is his duty," we have the word "speedily" modifying first a verb and second a noun, and yet we call it an adverb in each case.

What determines the class to which each word in any given sentence belongs? An answer to this question will assist your able contributor to the January No. of the Journal, and others in a similar difficulty, to avoid the errors into which many are so apt to fall in classifying words.

Let us examine the material used in constructing thought and see if it will not give us an answer. First, we find that the mind deals with objects. In fact, it is impossible to construct a thought without using an object as the subject of that thought. We use nouns and pronouns to express these. Second, the mind deals with the attributes of objects,—that is, with their qualities, actions, or relations, etc. Every thought, except those in which the subject and predicate are totally identical,—which some assert is never the case,—is simply the cognition of a relation between an object and its attribute.

This give rise to a class of words called adjectives. All words that express attributes of objects exclusively, are typical adjectives. A single word may express both object and attribute, or both attribute and assertion, etc.; but in so far as it expresses an attribute of an object it is an adjective.

Third, these attributes, such as qualities and actions, also have attributes; for example, "swiftly flying birds." Here "swiftly" expresses the quality of the action of flying; it is a swift flying. These attributes may also have other attributes, and those still others, and so on to an unlimited extent. Thus arises a class of words which we call adverbs.

These objects, attributes of objects, and attributes of attributes, constitute the material for the construction of thought. But in order that a thought shall come into being the mind must lay hold of this material and discern the relations that exist in it. The mind must build or construct the thought.

Now the word that expresses mental action of discerning relations between objects and their attributes is called a *verb*, meaning the chief word in the sentence. Prepositions and conjunctions merely show connections and relations either between thoughts or the material out of which thoughts are constructed.

Thus, it will be seen, we have a basis for classification that is fundamental, and the class to which any word belongs in any sentence must be determined by the idea expressed by it in that sentence.

But since ideas are much more numerous than words, we find a single word used to express a great variety of ideas. This is illustrated in the following sentences: "Man is mortal." "I man the boats." "Man-slaughter is a crime." "Manly deeds were done." "He acted manly."

Now in each one of these sentences the word "man" suggests to the mind an object, but in each one, except the first, the idea of the object is overshadowed by some other idea, which determines the class to which it belongs.

It will sometimes happen, of course, that a word will be used to express two meanings, and that it will be difficult to determine which is most prominent. In such case the classification will depend upon the view which the student takes of the meaning of the sentence. Some will see it in one way; others in another.

The mark of a verb is that it expresses the mental act in constructing the thought. When we view the relation between subject and predicate as determined, we assert; it when doubtful or contingent, a form or "mood" of the verb is used that expresses this, etc.; but in every case, in order that it shall be a verb, it must contain this element of representing or expressing the act of the mind in constructing the thought. If this element is wanting the word cannot be a verb. So of any other part of speech. There is a certain element that each word must express to be a noun or an adjective or an adverb.

In the thought, "To steal is base," the object about which I think is expressed by "to steal." To steal is therefore a noun. But "to steal" also expresses an action which is an attribute. As attribute, it may be modified, and the word expressing this modification would be an *adverb*; as "to steal intentionally is base."

In defining a part of speech it is sufficient to give its distinguishing mark—that which it must have.

The verb is not so satisfactorily defined in a brief sentence as are the other parts of speech. But when we say that "the verb is the word that asserts being, action, or state," and understand that "*assert*" may mean to assert positively, or contingently, or imperatively, or undeterminedly, the definition will cover the entire ground. The essential thing is that it give expression to that element that builds or constructs the thought out of the material with which the mind deals.

G P. B.

EDITORIAL.

THE DIGNITY OF LABOR.

The public schools are to-day claiming more attention than ever before, and their work is being criticised as never before. A class of persons, by no means small or without influence, charge that education tends to make persons discontented and unwilling to do manual labor; and not only this, but that it causes them to look down upon work as menial, and upon those who engage in it as in some way beneath them. Such sentiments as these are expressed and used as an argument against our high schools and colleges, and it behooves teachers to have in mind answers to such fallacious reasoning.

In this connection we give the main points of an address made recently by President E. E. White, of Purdue University, before the State Board of Agriculture:

"There has been a rush of young people into positions that do not tax the muscle. There seems to be a growing disinclination to obtain a living by hard work, and all this is boldly charged against the schools. School spoils children for labor, it is asserted; it makes them discontented and idle. It is too common a trick of logic to connect two contemporaneous phenomena as cause and effect. The moon is then made responsible for many results in agriculture, and the schools are just now made responsible for many of the ills that affect humanity. It is possible that the schools are not doing enough to inculcate a respect for labor and disrespect for idleness. They may not be sufficiently effective in correcting evils which have their source outside of school rooms. Many causes have been contributing to the evil which has been mentioned. The first of these is the influence of slavery, which once permeated the whole country with degrading ideas of labor. It will take a hundred years to recover from the influence of the slave code with its "mud-sill" theory of labor. Another cause is immigration, which has filled nearly every department of industry with ignorant and cheap workmen, crowding out intelligence or subjecting it to unpleasant social conditions. A third cause is the rapid development of the country, opening a multitude of employments and bidding for bright and intelligent youth to fill them, thus causing a rush, so to speak, from the farm into the towns and cities. Political and social ideas, resulting from free institutions, have also done much to incite the ambitious and aspiring to seek those employments which lead to public life and official position. They have also tended to make the idea of service unpleasant. Much of the idleness which disgraces and degrades our industrial life is

due to inborn laziness. A disinclination to work is no new thing under the sun. It is as old as human nature, and there is no evidence that it is peculiar to the educated and intelligent. On the contrary, the lower the condition of a people the less the inclination to work. In savage tribes the work is done by those who are compelled to toil either by hunger or by eternal force. In half civilized nations the work is chiefly done by the women, who in all material respects are slaves, and generally men do not work except from necessity or interest. Until human nature changes there will always be persons who prefer to get their living by their wits rather than by manual toil. These and other causes which might be named are certainly sufficient to account for the condition of American industry without charging it to the schools. Schooling may spoil some people, but many more are spoiled for the want of it. Over against these dogmas of aristocracy the speaker put a few propositions which are abundantly sustained by experience:

1. Education promotes industry and lessens idleness. It awakens and multiplies desires, and thus incites effort to secure the means of gratification. The Indian builds his rude wigwam and fashions his bow, and arrow, and tomahawk, and with these his wealth and industry cease. Ignorance everywhere clothes itself in rags and lives in hovels, but when man's nature is opened by education his desires clamor at the gateway of every nerve and sense for gratification. Effort is thus incited, and the forms of industry multiplied. Wealth is the child of intelligence.

2. Education makes labor more skillful and more productive. This statement is based on wide comparisons of intelligent and ignorant labor, and is no longer questioned by any one familiar with the facts. The hand is another hand when guided by intelligence, and the nations are now appealing to education to give success to their industrial interests.

3. Education improves the condition of the laborer. Nowhere do an educated people cover their nakedness with rags or live in hovels. Intelligence creates wants and impels to effort, and thus secures comforts and easements. Intelligence means the dignity of labor."

HINTS TO SUBSCRIBERS.

The following, "Hints to Subscribers," clipped from the Christian Union, so exactly hits the experience of the editor of the Journal that he gives it space in the editorial department and indorses it in full. He commends the article most heartily, and hopes that the readers of the Journal will not skip it.

"HINTS TO SUBSCRIBERS.—Always be careful to omit the name of the state from your address. The publisher is supposed to know the state in which every subscriber lives. It is useful sometimes to sign your name, but if the publisher does not recognize your handwriting and enter your name correctly at once he ought to resign and give way to some one who can.

If you have a torn or doubtful bill, that you haven't the courage even to

put in the contribution box, send it along. The publisher has peculiar facilities for selling defaced currency and counterfeit bills at a premium.

If for any reason you do not receive your paper promptly, write the publisher a sharp letter. Call him a swindler or some similar pleasant epithet. It indicates true Christian forbearance on your part, and produces an agreeable effect on him.

If you enclose (by mistake) a stamp for reply, paste it carefully and firmly on the letter. The effort to remove without destroying it is sure to make the publisher s—mile.

Be particular not to prepay your letter. It affords the publisher infinite delight, at a cost of only six cents, to send to the Dead Letter office for it.

If disposed to prepay at all, put on a one-cent stamp. This enables the publisher to pay five cents more on receipt of the letter, and his happiness will be incomplete without it.

Always take it for granted that the subscribers never make any mistakes, and that the publisher is responsible for all errors and delays.

If a mail car is destroyed by fire, charge it on the publisher. If a heavy storm delays the trains, charge it on the publisher. If there is a miscarriage of any kind, charge it on the publisher. And the severer the language used, the greater his enjoyment.

A violation of any of these rules by some folks will cause great surprise to publishers and take away much of their enjoyment.

BRAIN CULTURE.

Mr. Clark, of the firm of Prang & Co., Boston, delivered a lecture at High School Hall, Indianapolis, recently, on the relation and importance of a practical knowledge of drawing to the different industries. His main points were as follows:

Although every man admits education to be a good thing, said the lecturer, it is a pertinent question to ask what is understood by education. I would reply that education is training in certain elements of knowledge which underlie common occupations. A very large proportion of our people are engaged in industrial occupations. Three-fourths of the pupils in our public schools are destined for these employments, and the greater majority of them will get no further industrial training after leaving school. Education means the equipment of a brain, that being the seat of power. Practical education means the equipment of a brain for practical life, so that it can discharge its creative powers upon the common employments. We must get at the brain principally through its servants, the eye, the hand, and the ear. The eye and the hand are its principal servants, the former for absorbing and the latter for expressing or giving out. These two functions should be co-extensive, or there will be mental dyspepsia. The tax payer's idea, teaching the three R's, means a wide absorbing power, and a limited power of expression. Add the two G's and history, and still all the studies are on the absorbing side. Yet these six branches provide for what is called a liberal public school education.

Practical education is tested by its provision for expressing or giving out. Writing is the only study followed that affords a means of expressing brain power; but it is not available in this respect in the industrial occupations. What is needed is that the brain be provided with objects of creative representation and decoration which can be reached through the eye. When the question is asked: How are these things made? it cannot be answered by mere description. What is needed is a language so precise that whatever object the brain may imagine of beauty or novelty of form may be constructed in any material. Drawing furnishes just this means of expression which the brain needs. Not mere picture-making, but the art of delineating and tracing the outline of any given object in correct proportions. This is the day of mechanism, and the public school might adapt its teaching to the requirements of the age. These nations are winning in the world's competitions which are best able to employ the brain power of their people.

He urged, with a great deal of force, that as a large majority of the school children would be compelled to do manual labor for a livelihood, they should be taught to use their hands skillfully. When a boy leaves school and seeks employment the first question asked him is, not what do you know, but *what can you do?*

The lecture, which was illustrated by many suggestive diagrams, was listened to with great interest by a large audience, composed mainly of the teachers of the city schools.

E. P. Cole writes: "I suppose it is not necessary for me to order the Journal anew every year. I expect to take it for the remainder of my natural life, and enjoin its continuance upon my heirs."

We shall try to bear in mind Prof. Cole's determination, and hope, for the sake of the great cause to which he has given his life, that it will be necessary for us to remember it for many years yet.

This give us opportunity to explain, (1.) that, in the absence of special arrangements, the Journal is always stopped at the end of the time for which it has been subscribed: (2.) that the editor himself does not mail the Journal, and that his mailing clerk is no respecter of persons.

The general rule, as a business rule, is certainly a good one, and if some of the constant readers of the Journal should fail to send in their renewals promptly and find their paper unceremoniously stopped, they will please understand the reason, and not think hard of the editor.

UNDER a recent decision of the State Superintendent, teachers are required to renew their licenses within sixty days of the expiration of the license, even though their contracts reach beyond that limit.

CONCERNING ELIGIBILITY OF TOWNSHIP TRUSTEES.

Question: Does section 3 of an act approved March 14, 1877, which provides that the township trustee shall be inspector of election in his township, and that no person shall be eligible to sit on the election board who is a candidate to be voted for at any election, prohibit a township trustee now serving from being re-elected to the same office at the coming election?

Answer: This question should be answered in the negative. An act passed by the same legislature limiting the eligibility of the township trustees to *two* terms, shows that it is not the intention of the legislature to limit the trustees to *one* term. It is suggested that the proper way to proceed is for the trustee to appoint an inspector to act in his place. The trustee may swear in the inspector and the two judges appointed by him. This is in accordance with the opinion of the Attorney General and State Superintendent.

Question 2. Is a trustee first elected in 1872, re-elected in 1874 and 1876, eligible in 1878?

Ans. At the first reading of the law one would say *no*, but further study brings doubt. The words "hereafter" and "at the next general election in October," when there is no election in October, the time having been changed to April, raise a doubt in the minds of legal judges as to the constitutionality of the law. The Attorney General decided in the May Journal that trustees first elected in 1874 are eligible in 1878, but the above question he declines, for some reason to give a decision upon.

ONE gratifying fact in regard to the renomination of Mr. Smart by the recent Democratic Convention is that it shows that political conventions are recognizing the fact that the schools must be taken out of politics, and that the office of State Superintendent of Public Instruction must not be disposed of as a political machine, and that the rules concerning "locality" and "rotation in office," usually applied to other offices must not be applied to it. That the office of State Superintendent shall be regarded as a non-political office is in accordance with the wishes of nine-tenths of the school men in the State. Let fitness be hereafter the only question when the judiciary and the schools are involved. It is a happy thing that this principle is being recognized by all parties.

THE State Board of Agriculture has established an educational department in the State Fair, and will offer appropriate premiums. Teachers should begin to prepare for this at once, if they have not already done so. The move is certainly a good one, and must result in great good to the school. This department is placed under the care of Senator Reagan.

A FEW teachers who were specially favored and allowed time in which to pay for their Journals, have not yet been heard from. It is getting late in the school year, and we hope that all persons knowing themselves indebted for the Journal will please respond at the earliest practicable opportunity.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JANUARY, 1878.

READING.—1. What knowledge of words should a child gain from the study of his first reader?

2. "Insects generally must lead a jovial life. Think what it must be to lodge in a lily. Imagine a palace of ivory and pearl, with pillars of silver and capitals of gold, and exhaling such a perfume as never arose from human censer. Fancy again the fun of tucking one's self up for the night in the folds of a rose, rocked to sleep by the gentle sighs of summer air, nothing to do when you awake but to wash yourself in a dew-drop, and fall to eating your bed-clothes."

Pronounce and analyze phonetically the following words: *insects, generally, palace, exhaling, again*. Name and state the principles in accordance with which *d* and *s* in the words *rocked* and *fields* are sounded.

3. Find the etymological meanings of the words *insects, capitals*. What is a *capital*? (as meant here.) A *censer*?

4. What is the connection in thought between the first sentence and those that follow? What is there about a lily to remind one of a palace of ivory, etc.? Force of the word *again*? What is here meant by bed-clothes.

5. What do you infer about the knowledge and tastes of the author of this selection? What is the best way to get a knowledge like his of the lily? What is the test of good reading of selections of this style?

PENMANSHIP.—1. With what materials should each member of a writing class be supplied?

2. Describe fully the position of body, arms, hands, and feet, which you would have pupils assume for writing. Describe also the position of pen and copy book.

3. How many movements may be employed in writing? Name and describe them. What is the value of movement in writing?

4. What is the unit for measuring the height of letters? What is the unit for measuring their width? What is the rule for spacing and combining the small letters?

5. Make the three classes into which the small letters are divided on the basis of vertical height. What is the height of the capital letters above the base line?

ARITHMETIC.—1. What is the basis of classification of numbers; 1st, into

abstract and concrete; 2d, into simple and compound; 3d, into prime and composite? Give an illustration of each class.

2. A farmer has 120 bushels of wheat and 460 bushels of rye, which he wishes to put into the least number of boxes of the same capacity without mixing the two kinds of grain. How many bushels must each box hold?

3. Reduce $\frac{3}{4}$, $\frac{5}{6}$, and $\frac{4}{15}$ to similar fractions having the least common denominator. By analysis.

4. Define ratio and proportion. In how many ways may we express a proportion? Illustrate each.

5. What principal will amount to \$560 in 3 years, 1 month, at 8 per cent?

6. A has \$60 and B has \$75. A's money is what per cent less than B's? B's money is what per cent more than A's?

7. Define a curved line, parallel lines, a straight line, and an angle.

8. A boy bought 12 water-melons, paying 10 cents for the first, 12 cents for the second, 14 cents for the third, and so on; what did all cost?

9. What part of a bushel is 2 pecks, 5 quarts, 1.5 pint?

10. From 14 rd. 3 in., take 13 rd., 16 ft., 8 in.

GEOGRAPHY.—1. What one of the United States has an eastern and a western river boundary? Give its boundary.

2. How many degrees from the Tropic of Cancer to the Arctic Circle? Give the proof.

3. State three proofs that the earth is spherical.

4. What causes the isothermal lines to bend so far to the north between Labrador and Norway? Explain.

5. Name and locate three mountain systems of Africa.

GRAMMAR.—1. Write a sentence in which each essential element has a modifier. Designate.

2. What different kinds of modifiers may a verb have?

3. Arrange correctly and punctuate the following sentence: "On Wednesday evening, by Mr. Gough a lecture at the old brick church was delivered on temperance."

4. Write sentences in which a simple word, a phrase, and a clause are each used as objective modifiers. Designate.

5. Of what value is an exercise in parsing?

6. Write a sentence in which an infinitive is used as a noun. Parse the infinitive.

7. Analyze the following: "I love to lose myself in other men's minds."

8. How are sentences classified in respect to their meaning?

9. Write one or more sentences in which a direct and an indirect quotation is used. Designate.

10. What is a complex sentence?

HISTORY.—1. When and by whom was the Hudson river discovered and explored? State the importance of this discovery in a commercial and in a political point of view.

2. What provisions were made in Virginia and in Massachusetts for common and for higher education during the colonial period?

3. When was the government of the United States organized under the present constitution? What were the leading forms of industry in the different sections of the country at the time of the adoption of the constitution?

4. What were the boundaries of the United States at the close of the war of Independence? What are they now? What connection can you trace between the occupation of the people of the United States and the acquisition of territory west of the Mississippi river?

5. What territory was first acquired after the organization of the government? Under whose administration? How was it acquired?

PHYSIOLOGY.—1. What are the reasons why the brain is protected by a strong, inflexible bony case, and the digestive organs are protected almost wholly by muscular walls?

2. What are the physiological effects of rest and sleep upon the various organs of the body, and upon their functions?

3. What are the causes of change of color in the blood in the various parts of the body? Give full answer.

4. Why does an injury to the spinal cord sometimes produce a loss of motion on one side of the body, and a loss of sensation on the other side?

5. What are the uses of the crystalline lens?

THEORY AND PRACTICE.—1. How would you use the windows of a school room to secure ventilation?

2. To what extent is a teacher responsible for the care of school property?

3. What measures do you use to prevent tardiness?

4. What is your opinion of the system of place taking, or "going up," in classes? Why?

5. Under what circumstances, if any, may ridicule be used as an incentive?

STATE UNIVERSITY.—The university library is soon to receive an addition of new books. The Board of Trustees, by economic management, has been able to save, out of the usual appropriation, \$2,000. This said amount has been wisely appropriated for the purchase of new books. These books have been selected, and will be in Place on or before the first of April next. This will be a feast of fat and new things, as no books have been purchased since '68. The statement that no books have been purchased since '68 sounds a little "foggy." The average legislator says it sounds "economic." Yes, the same kind of economy that keeps the woodman chopping from day to day with a dull axe rather than stop a few minutes to sharpen it, or the economy that fattened the horse on "saw-dust" till he died. 'Tis hoped that Indiana is about done with this suicidal economy.

'Tis a noticeable, not to say a singular fact, that the average legislator when seeking retrenchment, turns, as by instinct, to education. Cripple that and foster ignorance, and he's a reformer. There is an economy that kills; a liberality that saves. May wisdom rule.

G.

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

A number of superintendents and teachers from the southern part of the state, met during the last session of the State Association and formed a new organization, called the "Southern Indiana Teachers' Association." The officers are, President, Sup't H. B. Jacobs, New Albany; Executive Committee, Sup't T. J. Charlton, Vincennes, and Sup't J. R. Trisler, Lawrenceburgh.

The object of this new organization is to wake up the educational interests in southern Indiana, and to bring together a large number of teachers who seldom attend the sessions of the State Association. The first meeting of the new association will be held at New Albany, March 20, 21, and 22, 1878. The programme will contain a variety of interesting subjects. It is being arranged with a view to give all classes of teachers an opportunity to *say something*, and they should come to the meeting prepared to take part in the discussions. Those who have the matter in charge are determined to make this meeting one that will pay teachers for attending it. An opportunity will be afforded to visit the New Albany schools, and other places of interest about the Ohio Falls.

This is certainly a move in the right direction, and it is hoped that the school trustees in all the towns of the southern part of the State will give their teachers an opportunity to attend the meeting at New Albany.

The Central and Phoenix hotels entertain members of the association at \$1 per day. Railroads running to New Albany or Louisville will be asked to reduce their fare for the occasion. J.

NOTES FROM THE NORTHERN INDIANA NORMAL.

The present term opened with a larger attendance than the corresponding term last year. This was a surprise to all, because, thus far, the attendance during the third term of the year has been less than that of any other term. Then it was supposed that the effect of the "hard times" would be felt.

No one is on the sick list, nor have the services of a physician been required for a period of two months. The school was never in better condition, and the prospects for the coming term are flattering in the extreme. The Crescent Society Hall was dedicated on Friday evening, Feb. 15. This is 28x70 feet, and is very handsomely fitted up. The halls of the "Star" and the "Crescent" societies occupy the entire third floor of the main building, and are undoubtedly two of the finest halls of the kind in the state. The rooms for the Commercial Department are now on the first floor of the west wing of the school building. Furniture is being made to order in Chicago, and a room 40x60 feet is being fitted up with everything necessary for the work. Henceforth the Commercial Department will be equal in every respect to the other departments of this institution. Prof. C. W. Boucher, who is hereafter to have charge of the above mentioned department, is now visiting all the prominent commercial schools and colleges of Chicago and the eastern cities,

for new ideas. Prof. W. A. Yohn has returned from Ohio, and has resumed his position as teacher of sciences. He spent the last six months in Columbus, adding to his store of knowledge concerning medicine, anatomy, physics, and chemistry.

ANALYSIS APPLIED TO PROBLEMS IN PERCENTAGE.

100 per cent is the unit.

I. Required 8 per cent of \$350.

1. 100 per cent = \$350.
2. 1 per cent = $1-100$ of \$350 = \$3.50.
3. 8 per cent = $8 \times \$3.50 = \28.00 .
- \therefore 8 per cent of \$350 is \$28.00.

In this the two principles are combined. The solution is the same whether the rate per cent be a whole, mixed, or fractional number.

II. \$30 are how many per cent of \$600?

1. \$600 = 100 per cent.
2. \$1.00 = $1-600$ of 100 per cent = 1-6 per cent.
3. \$30 = $30 \times 1-6$ per cent = 30-6 per cent or 5 per cent.
- \therefore \$30 are 5 per cent of \$600.

III. \$500 are 20 per cent of how many dollars?

100 per cent = required number of dollars.

1. 20 per cent = \$500.
2. 1 per cent = $1-20$ of \$500 = \$25.
3. 100 per cent = $100 \times \$25 = \$2,500$.
- \therefore \$500 are 20 per cent of \$2,500.

IV. \$300 are 20 per cent less than what?

100 per cent = the number.

1. 100 per cent — 20 per cent = 80 per cent.
2. 80 per cent = \$300.
3. 1 per cent = $1-80$ of \$300 = \$3.75.
4. 100 per cent = $100 \times \$3.75 = \375 .
- \therefore \$300 are 20 per cent less than \$375.

The solutions of these problems explain the four cases in percentage. We have taken easy problems, yet the same analysis will answer, no matter how complex the statement. These being thoroughly understood, any problem found in percentage, or any of its applications, may be satisfactorily explained.

Sup't MACPHERSON, when visiting schools, takes notes from which he makes a permanent record on the following points:

1. The condition of the school house, furniture, and out-buildings.
 2. Methods and results of discipline.
 3. Records, attendance, etc.
 4. Methods and results of instruction.
- His circular to parents and suggestions to teachers are *good*.

DISTRICT MEETING OF COUNTY SUPERINTENDENTS.

In accordance with the recommendation of the county superintendents, adopted at a meeting during the recent sessions of the State Teachers' Association, the State Board of Education has determined to hold seven meetings, in various parts of the State, for the purpose of consulting with the county superintendents, and learning the needs of the schools by personal inspection. The meetings will be held as follows:

1. Fort Wayne, Monday, March 11, 1878—Local committee, Jeremiah Hillegass, David Moury, and Macy Good.
2. Plymouth, Wednesday, March 13, 1878—Local committee, W. E. Bailey, Wm. H. Hosmer, and Gideon F. McAlpine.
3. Lafayette, Friday, March 15, 1878.—Local committee, William H. Caulkins, John G. Overton, and Harry G. Wilson.
4. Evansville, Monday, March 18, 1878.—Local committee, Frank P. Conn, Wm. T. Stilwell, and E. R. Brundick.
5. Terre Haute, Monday, March 26, 1878.—Local committee, Jno. Royse, L. A. Stockwell, and J. A. Marlow.
6. Cambridge City, Wednesday, March 28, 1878.—Local committee, John C. Macpherson, L. P. Harlan, and L. M. Crist.
7. North Vernon, Thursday, March 29, 1878.—Local committee, John Carney, H. B. Hill, and Isaac Miller.

The convention will assemble at 2 o'clock, P. M., on the day named, and will probably continue in session the next day. County superintendents can attend either of the conventions that may be most convenient for them. They are, however, requested to write to the chairman of the local committee of the district to which they wish to attach themselves, at an early day, and state whether they will attend or not. The members of the State Board have been assigned to districts as follows: First and Second, John S. Irwin; Third, E. E. White; Fourth, John M. Bloss; Fifth, Wm. A. Jones; Sixth, George P. Brown; Seventh, Lemuel Moss.

It is hoped that every county superintendent in the State will make early arrangements to attend one or more of these meetings. It is suggested that each county superintendent will bring with him to the meeting, for exchange, copies of circulars, courses of study, reports, blanks, etc., which he may have issued for the use of his teachers or school officers.

ANSWERS TO QUERIES.—1. Pronounce "advertise" with *i* long, and accent on the last syllable.

2. "We believed he was sick" is a correct sentence.
3. "Practical Education" means anything that the user of the expression chooses to make it.
4. "Amor vincit omnia" means, Love conquers all things.

THERE were fourteen examinations for the ladies' classes at University College, London, last session, and 118 students entered. Of this number, over fifty obtained first class certificates, and only twelve failed to obtain a place.

ALLEN COUNTY.—The teachers of Allen county assembled in annual session in the circuit court room, Ft. Wayne, Indiana, January 28, 1878. Sup't Hillegass presided. The enrollment the first day amounted to 200, that for entire session, 361. A number of prominent educators were present, and did good work. The teachers return to their work feeling that they were well paid for their time. The success of the institute work, as well as the attendance, is due to the untiring efforts of the county superintendent.

D. M. ALLEN, Secretary.

RUSH COUNTY.—The report of J. B. Blount, the county superintendent to the state superintendent, concerning institutes, shows the school interest in Rush county to be on the increase. A general rally of the teachers is to be had on the second Saturday in March for the purpose of organizing a county association.

PLYMOUTH.—R. A. Chase, sup't of the Plymouth schools, has printed the following rules:

Visitors are requested to visit the schools at *any* time.

To enter the rooms *without knocking*.

Teachers are prohibited from calling upon visitors for speeches or "remarks."

From changing the regular order of exercises of the school on account of the presence of visitors.

From calling upon bright and forward pupils to the exclusion of dull and backward ones, on account of the presence of visitors.

LOGANSPOUT.—A well posted "visitor," after spending some time in the Logansport schools, "writes them up" in the papers, and speaks of what he saw in highly commendable terms. He pronounces M. S. Coulter, the principal of the high school, the right man in the right place. J. K. Walts is still superintendent.

LEBANON.—Enrollment, 650; per cent of attendance, 94. The schools in good condition—four years' course in the high school. M. M. McCreight is principal of the high school and A. O. Reubelt is sup't. Sup't Reubelt, and his corps of teachers, recently spent a day in the Indianapolis schools. This shows enterprise.

WINCHESTER.—The schools under E. H. Butler are reported as flourishing. Winchester claims the best lecture course in the state for the benefit of the schools.

LINWOOD, a suburb of Lafayette, is just completing a good five-room, well lighted, well ventilated school house. Geo. Rogers, one of the trustees, is a devoted friend to the interests of the schools.

HUNTINGTON.—The semi-annual examination of the Huntington schools, Feb. 4-8, was the occasion for a general educational revival in that place. The number of visitors was large, and the reports of the examinations are extremely flattering. James Baldwin, the sup't, never does anything by halves.

THE girl students at University College, London, took high honors this year. Mr. Hurley's daughter Marion won the first prize in art; Miss Constance D'Arcy the first in art anatomy, and Miss Orme, sister-in-law of Professor Masson, the Joseph Hume scholarship in jurisprudence. Miss Ella Watson, a young girl, won the Rothschild scholarship of £50 a year.

JAS. A. C. DOBSON, sup't of Hendricks county, has induced his county agricultural board to organize an educational department in the county Fair to be held next fall, and to offer \$35 to \$50 in premiums to that department. Go thou and do likewise.

THERE are 140,000 drinking places in the country and 142,000 schools. Let teachers and parents look to it that the attendants upon the latter do not become the habitues of the former.

THE Valparaiso normal school has at least one student from every county in the State.

A. C. GOODWIN, superintendent of Clark county, uses one of the most unique monthly reports we have seen.

THE Cass county normal, at Walton, will begin April 9, instead of April 2, as announced last month.

A normal institute will be held in Washington, June and July, by E. C. Trimble and D. E. Hunter.

IN the minutes of the last State Association the meeting was referred to by the secretary as the 24th. It should be the 23d.

R. SPEAR and W. S. Williams will open a 12-weeks' normal institute at Lancaster, April 1.

ASBURY UNIVERSITY will open a ten-weeks' normal session April 3.

PERSONAL.

JAMES H. SMART, the present incumbent, has been re-nominated for Superintendent of Public Instruction, on the Democratic ticket. Teachers, without regard to party, will be glad to learn of this nomination, as all are interested in having a first class man for this office on each ticket, so that whichever party succeeds the schools shall not suffer.

The facts that Mr. Smart was nominated for a *third* term, contrary to all precedent by either party, that another man from Mr. Smart's own county had just been nominated to a prominent place on the ticket, that there were eight opposing candidates, and that he was the only candidate nominated on the first ballot, are a compliment that any man might well be proud of. Mr. Smart is well known to the readers of this Journal, and needs no commendation at our hands. He is a good officer, and if re-elected will continue to serve the people well and represent their educational interests with ability.

It is to be hoped that the Republican party will be equally sensible and nominate an equally good man for this important position.

C. S. Ludlam, prinipal of the Frankfort high school, edits an educational department in the Frankfort Crescent, and he does it well.

Dr. Samuel Elliott has been elected superintendent of the Boston schools *vice* John D. Philbrick. Mr. Philbrick has been for many years superintendent of the Boston schools, and no superintendent in the country sustains a higher reputation. Dr. Elliott is said to be a worthy successor.

A. M. Burns, formerly an Indiana teacher at Richmond and Lafayette, is now a practicing physician, doing well, at Clement, Illinois.

Dr. Stewart, formerly a teacher in this state, but later a practicing physician at Knightstown and Spiceland, is now following his last chosen profession in Lawrence, Kansas. He is president of the Lawrence School Board, and is highly respected. He gives a good report of W. A. Boles, late of Shelbyville, who now superintends the Lawrence schools.

J. W. Milam, brother to E. B. Milam, has been appointed superintendent of Knox county, *vice* E. B. Milam resigned. Mr. Milam is young (being but 22 years of age), but is of good character and good habits, and will doubtless make up in energy and application what he lacks in experience.

B. F. Marsh is still principal of the Lynn schools.

Bruce Carr, agent for Van Antwerp, Bragg, & Co., has changed his headquarters from Bedford to New Albany.

W. W. Cheshire is superintendent of the Crown Point schools.

R. A. Chase, sup't of the Plymouth schools, has been out of school on the sick list for more than a month.

W. T. Fry, sup't of the Crawfordsville schools, recently met with a serious accident, by the explosion of a spirit lamp while preparing a chemical experiment. One of his hands was fearfully burned.

Mr. Philbrick, late sup't of the Boston public schools, has been invited by Commissioner General McCormick to organize the exhibition of educational machinery and methods to be made by the United States in Paris. This is a good appointment.

W. H. Fertich, the Elocutionist, is engaged to labor during the spring term in the Fort Wayne College.

E. Y. Comstock, sup't of the F. & K. R. R., recently placed the Editor of this paper under special obligations to him by rendering a kindness long to be remembered.

H. G. Woody still has charge of the New London schools.

Dr. J. B. Reynolds, principal of the Scribner high school, New Albany, proposes to do institute work this year. He has the reputation of an efficient worker.

D. E. Hunter is open to engagement to do institute work in August.

On New Year's day H. B. Hill, sup't of Dearborn county, received from St. Joseph's school a beautiful testimonial of regard. It was presented in a handsome manner by one of the pupils.

Harry G. Wilson, sup't of Cass county, is a better superintendent than he was two months ago. Cause why? He has recently married.

Pecci, the name of the new Pope, is pronounced Petchee.

BOOK TABLE.

SWINTON'S NEW LANGUAGE LESSONS: Elementary Grammar and Composition. Harper Brothers: New York. J. M. Olcott, Indianapolis, agent for Indiana.

This *new* book is a re-casting of Swinton's Language Lessons issued a few years ago. This book is an improvement upon the old one, in that it is arranged with more system and introduces more grammatical forms, thus fitting it to take the place of ordinary grammars in all lower language work. The original idea that gave Swinton's Language Series such popularity is retained in this book, namely: the idea of beginning early with the child and teaching it language through the *use* of language, and in all stages to teach grammatical forms and rules through the living language rather than by means of classification, nomenclatures, and paradigms. Harper's Language Series is now short, complete, and equal to the best.

MONROE'S READING CHARTS AND PRIMER. Philadelphia: Cowperthwait & Co. Western agent, Francis S. Belden, 25 Washington st., Chicago.

These charts are the most beautiful we have ever seen. The cuts are beyond criticism; the matter well graded and suited to children of the age for whom it is intended; the type and paper are unsurpassed; they are new in all regards. The method of *grouping* words is excellent.

The chart-primer, which corresponds with the charts, page for page, for more than half the book, contains 64 pages, and serves as an easy means of transferring from the large type to the small.

THE LITERARY WORLD, published by E. Hames & Co., Boston, is an eight-page, three-column monthly of great value to any one who desires to keep up with the current literature of the day. It is given up almost exclusively to the review of new books, and these reviews are prepared by the best literary critics in the country.

THE COUNTRY GENTLEMAN, published by Luther Tucker & Son, Albany, New York, is the leading weekly of this country devoted to the interests of farm life. No farmer should be without one or two papers, at least, devoted to his chosen business, and none will be of more use to you than the Country Gentleman. Price, in advance, \$2.50.

THE AMERICAN AGRICULTURIST, for February, has 60 engravings illustrative of various labor-saving contrivances. Among them a cheese factory, a country house costing \$500 to \$700, etc., etc. The subjects discussed are of great interest to farmers, stock-raisers, and gardeners, embracing, as they do, almost every phase of rural life. Price, \$1.60 a year. Orange Judd, & Co., New York, publishers.

BUSINESS NOTICES.

Wanted.—An agent in every township and city in the state of Indiana to canvass for an article that should be in every house. An active teacher can easily make twice what he makes teaching school. For circulars and particulars address W. A. Bell, Indianapolis.

W. H. FERTICH's "Instructive Elocution" is selling more rapidly this year than last. The price has been reduced to only 75 cents. The original lecture and chapter on "Methods of Class Work," are alone considered worth the price. Every teacher and student of Elocution ought to see this concise and practical system of instruction, especially suited to the private learner.

Sent post-paid on receipt of price. Address the author, Muncie, Indiana.

12-1f

Prepaid Samples. Metric School Register, containing a complete Daily and Examination Record in one book of 80 pages, 21x35 cm. for 67 cents. Class Meter, a tenfold rule, 6 cents. Metric Manual, 64 pages, 15x10 cm., best book for Teacher, 22 cents. (Unbound Edition, 11 cents.) School Meter, 73 cents. Best Metric Chart, \$1.62. 100 sheets, 12½x20 cm., 2½ K. Metric paper, 26 cents. 50 Metric Envelopes, 13½ cm., white, 16 cents. Correspondents may save from 10 to 20 per cent on their periodicals by ordering through us.

H. S. McRAE & Co., Muncie, Ind.

2-1f

J. WARREN MCBROOM, of Newtown, does institute work which can be heartily commended. He has a popular evening lecture on "Pestalozzi and Horace Mann," that pleases and entertains.

WE wish very much a few May Journals for 1877. Any one sending us a copy will have the time of his subscription extended one month.

SPICELAND ACADEMY is reported to be in a very flourishing condition. The spring term begins April 1. During this term Normal work will be made a specialty. Teachers who have been trained in this school are in constant demand.

THE expenses of attending the spring term of eleven weeks, beginning Apr. 10, at the Ft. Wayne College, is only \$33. This includes board, tuition, furnished room, etc. For particulars address W. F. Yocum, Fort Wayne, Ind., or W. H. Fertich, Muncie, Ind.

Cook's Monthly Report Cards are the most convenient blanks ever published on which to make reports to parents. They were prepared with care by O. S. Cook, a man who has had years of experience with records and blanks, both in the school room and out of it. Every parent wants a report,—every teacher wants the most convenient and inexpensive blank on which to send the items,—hence, everybody wants Cook's Monthly Report Cards. Address O. S. Cook, 63 and 65 Washington street, Chicago.

The School-room Test Applied to **HARPER'S GEOGRAPHIES.**

From S. W. MERRITT, Prin. of Grammar School No. 22, N. Y. City.

Harper's School Geography has been in use in our school over a year—the Introductory, about four months. We consider them the best books on the subject we have ever used. They are clear, concise, logical in arrangement, full without redundancy, and very pleasantly written. The salient points of the subject have been seized by a master's hand, and so presented as to both charm and instruct the pupil; while the teacher is enabled to enjoy the satisfaction of feeling that he is proceeding on scientific principles, and that his labor is not in vain. Teachers can put these works into the hands of their pupils with the firm assurance that all that is worth knowing on the subject can be mastered in a reasonable time—a matter of no little importance, when it is considered how much there is to be done in the school life of the average pupil. Printed and illustrated in the highest perfection of art—the maps being especially beautiful and clear—they have the additional merit of great durability; the paper being very substantial, and the binding superior to that of any geographies we have ever used: books in use a year show no signs of giving way, and are as firm as on the day they were put into the hands of the pupils—a matter well worthy of consideration.

From J. H. MARTIN, Sup't Schools, Franklin, Ind.

After using Harper's Geographies in our schools since last September, I am free to say, that while we anticipated good results from our previous examination of the books before adopting them, we have realized better results than the most sanguine of us anticipated. The teachers are unanimous in pronouncing the series an exceptional success.

The Introductory Geography is so well adapted to its place in the amount of work, the kind of work, and the methods of the author as to give eminent satisfaction wherever it is fairly tried.


From H. B. HILL, County Superintendent of Dearborn County.

Harper's Series of Geographies have been in use in Dearborn county for more than a year, and, since their first introduction, have had no rival in our common schools. They have given the greatest satisfaction, both to teachers and pupils. Especially do we commend the primary work. Children are delighted with it at first sight, and the study of Geography becomes to them a pleasure rather than a task. We do not hesitate to pronounce Harper's the best Geographies now in use.

From J. C. GREGG, Superintendent of Schools, Brazil.

After using Harper's Geographies in our schools for six months, I desire to make the following statement: I have used four other series of Geographies at different times as a teacher, but I prefer Harper's to any of them.

1. Because of their cheapness, they having only two books in their series, while others have three or four.
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ENTHUSIASM FOR ENGLISH.

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 *Enthusiasm for English* is meant that feeling for the mother-tongue and its literature, which answers to patriotism or love for the fatherland.

The latter rightly includes the former, but it is too often only a wild, fitful fanaticism for a vague, external, mechanical something called "the Government," "the Constitution," or "the Union." The time and land in which the name of Shakspeare will make all English-speaking people proud of their tongue and of all lands that use it, are not here. If the English-speaking race were threatened with overthrow, as were the Greeks at the beginning of this century, would there be the fiery magic in the great and comparatively young and fresh names of English literature that there was, for the modern Greeks, in the great names of their ancient literature, over two thousand years old?

This want of enthusiasm for English shows want of vital knowledge of it, for, to know Chaucer, Spenser, Shakspeare, Bacon, Milton, Burke, Wordsworth, Emerson, Longfellow is to love and admire them, to be *manifestly* enriched and ennobled by them. But this want of knowledge need not be inferred merely. With open eyes and ears, you may easily find it everywhere around,—sometimes where you least expect to find it. Now and then you will meet one who is rich in a deep

knowledge and love of some choice book or books, but oftenest you will find, without taking much pains, that even the apparent knowledge of this kind is but a smattering, required by the prevalent literary fashion,—this, too, in periodicals, books, and people of undoubted intelligence in other matters. But to avoid generalities, consider a few facts. They were gathered from entrance examination papers in one of the State institutions. Conversation with teachers, superintendents, and others competent in this matter, shows that facts of the same character might easily be gathered at almost any of the institutions in this State, and in State institutions of neighboring States. Care has been taken to choose from the papers facts which represent not the ignorance merely, but the actual condition of the prevalent knowledge of this subject. In answer to a request to name three of the most eminent English writers, living or dead, and as many such American writers, replies like the following were given: English, Charles Dickens, Robert Burns, Shakspeare; American, Will Carleton, Bret Harte, J. G. Whittier: English, Shakspeare, Longfellow, Edgar A. Poe; American, Webster, Franklin, Harriet Beecher Stowe: English, Demosthenes, Cicero, Bunyan; American, William R. Locke, Horace Greeley, Josh Billings: English, ————; American, Harvey, Quackenbush, Webster (Noah, most likely). Here are some of the errors of one set of papers: English writers, Longfellow, Homer, Bryant, Poe, Demosthenes, Cicero, Julius Cæsar, Martin Luther; American writers, Walter Scott, Humboldt, Tennyson, Dickens, Mrs. Hemans, Livingstone, Dryden, Macaulay, Shakspeare. It is a very common error to make Tennyson and Longfellow exchange countries. To the question or questions, Who wrote *The Canterbury Tales*? *Paradise Lost*? *Snow Bound*? *Uncle Tom's Cabin*? *Evangeline*? one person out of eighty-two answered rightly for *The Canterbury Tales*; thirty-nine for *Paradise Lost*; nineteen for *Snow Bound*; twenty-three for *Uncle Tom's Cabin*; eighteen, only, for *Evangeline*. Eighty-one out of eighty-two knew not the authorship of writings in the mother tongue which, in their way, stand next to Shakspeare's. Thirty gave no answer whatever to any of these questions. The five works named were attributed to a long and curious list of writers. The list cannot be given here, but it shows the existence of names covering not even the ghosts of ideas. From the same papers, in

answer to a request to name favorite authors, or authors who had been of especial interest and benefit to the persons examined, the following results were obtained: Five of the thirty-nine who knew who wrote *Paradise Lost* mentioned Milton; not one of the nineteen who knew by name the author of *Snow-Bound*, mentioned Whittier; two of the twenty-three familiar with the name of the writer of *Uncle Tom's Cabin*, mentioned Mrs. Stowe; of the eighteen who knew who wrote *Evangeline*, only five mentioned Longfellow. Nine named Tennyson; six, J. G. Holland; five, Shakspeare; three, *Pilgrim's Progress*; various persons, various writings, as, *Fragments of Science*, *Ancient Mariner*, *History of the World*, *Ivanhoe*, *Fun better than Physic*, *Hoosier Schoolmaster*, *Lucile*, *Abbott's History of the Civil War*, *Innocents Abroad*, *Moody's Sermons*, *Helen's Babies*, *Getting on in the World*, *Haste and Waste*, *Wide Awake*, *Stepping Homeward*, *St. Elmo*, *Lena Rivers*, *Page's Theory and Practice*. Many persons mentioned no book at all. Of a class of one hundred and forty, eleven thought Shakspeare interesting and profitable, but only three or four could tell who wrote *King Lear* or *Macbeth*. Nearly all who have ever been examined have, when asked to quote from a favorite author, utterly failed to do so, or have given very distorted quotations, hardly to be recognized. If time permitted, some curious facts might be given concerning the knowledge of newspapers and magazines. It is much more encouraging, but is it not surprising that in answer to a request to name three of the most prominent newspapers of this country and as many such magazines, forty-seven different newspapers were named, and twenty-seven different magazines? Furthermore no one newspaper was named more than twenty-eight times, that is, only about one-third of the eighty-two persons examined, agreed on any one paper. Almost exactly the same may be said with reference to magazines. Now, the papers from which the facts are gathered were written by persons the large majority of whom have been teachers in the common schools of the State, in some cases leading teachers in their counties, and all of whom are now or expect to be teachers in the common schools. Among them are graduates of high schools and students from colleges. The examinations on the legal branches showed that many had had fair instruction in those branches; others, of course, had not. But

a comparison of the examination papers on the legal branches, the papers on general reading, and the statistical examination papers, shows that those best informed in the legal branches were by no means always the most familiar with general literature. Quite the reverse often, and names can be given of men and women standing, in common school scholarship, among the very highest at entrance, throughout their attendance, and afterwards as teachers in their counties, who could not say whether Longfellow were dead or alive, could not name any of his writings,—indeed, knew nothing of this household poet as one would think, whose very name even may have been made known to them by the question which they failed to answer. The average age of all the persons examined was twenty-one years. They, without doubt, represent at least the average intelligence of the incipient active members of society in the State of Indiana. Indeed, some of the most significant of the facts already given have been matched by a very intelligent and active book dealer who has a wide trade, whether you consider territory or classes of people.

Now, what can be gathered from all these facts? *Directly:* (1) The standard writers, the broad, unifying writers, either in England or America, are scarcely known, as such, to the masses of our people even by name. (2) Even when the names are pretty familiar to ear and to eye, they are still mere names for the most part, wrongly associated with time and place, and hardly associated at all with men having bodies, minds, hearts, and wills, under conditions of time, place, circumstance, in short, life. (3) Instead of the comparatively few standard writers, either none at all are read by the masses, or a multifariousness or multiplicity of unimportant writers who exercise promiscuous influences which are, besides, often indifferent or absolutely pernicious. (4) Whether the writers read were standard or not, though they may have left some impression upon the mind and heart, they left little in the memory which could be transmitted by the readers and become a bond of union between them and their pupils or their friends. (5) Supposing for a moment that Indiana is the least State in the educational “Union,” no paper or magazine has a truly national reputation. *Indirectly:* (1) Still supposing Indiana to be the least in the educational “Union,” we have as yet no truly national writer, that is, a

writer who represents the national mind, the national heart, the national character, the national life,—indeed, by this, as by other things, the question is very strongly suggested whether or not we are yet truly a nation,—not a formal nation merely, but a spiritual nation, conscious of a calling and of power and duty to follow it. (2) The people do not see “what a book is and what it is to read:” do not see that a book is an intensified expression of opinions, feelings, and principles, which since they come from a man or from men, sometimes from a man or from men who is or are the very quintessence of one or more ages or nations of the world, may be read into the minds, hearts, and actions of other men, ages, and nations; the people do not see through the forms of the literary art into the soul of the literary artist; and, as the result of all, do not make the effort which standard writers demand for appreciation, and, of course, reap not the corresponding benefit. (3) The great majority read with little or no effort or benefit beyond that belonging to the light amusement which the swarm of insignificant authors afford,—they read with the expectation of seeing only the reflection of their own conscious selves and experiences. (4) The people do not regard books or passages from books as, in any sense, redeeming, revealing, inspiring companions, but rather as entertaining visitors never to be seen, or perhaps thought of, again. This, of course, is not to be regretted if you think simply of the indifferent and the pernicious writers, but the regret should be that the great worthies have not more generally become such companions to men and women,—“never intrusive, ever at hand, coming at call.” (5) It is easier to espy the nation, such as it is, by looking through the periodicals than by looking through literature in the more restricted sense; but, in either case, what Burke calls “a partnership in all science; a partnership in all art; a partnership in every virtue and in all perfection;” “a partnership not only between those who are living, but between those who are dead and those who are to be born”—this seems far from being a matter of national consciousness. However, all the points *indirectly* gathered are not stated with absolute positiveness, be it understood, but suggested as being worthy of consideration by those who may here or elsewhere discuss this subject.

Now, what are the causes of this ignorance of English? The

following are some of them: Perhaps the most comprehensive of all is that the country is too young,—too young to have secured the material foundation, the wealth and the leisure, which a general diffusion of higher literature presupposes; too young to have a history furnishing the memories, associations, culture, necessary for art of any kind. Still, parts of our history and much of our scenery have passed through the poets, painters, and sculptors into the domain of Fine Art; and we are beginning to see the value of constructive and decorative art, if not of higher literature, applied to industry. Another cause undoubtedly is that there are in this country so many people of foreign birth and foreign tendencies who either cling to their own literatures or to none at all, and while they rapidly learn to *speak* a kind of English, they do little enough towards spreading pure English; on the contrary, English, even in the mouths of native Americans, suffers much from such foreign contact. A third cause is that the whole subject has been everywhere neglected by the English speaking people. It was not till the time of Lamb, Hazlitt, and especially Coleridge, at the end of the last century and the beginning of this, that a true critic of Shakspeare arose. Since then, profound criticism among the English, the Germans, the French, and the Americans has shown to the world of scholars, at least, something of the vast wealth of the English language and literature, and the inestimable value of both to the present and future world; and, let it be said to America's great credit, that her great Anglo-Saxon and English scholars take their place beside the great Anglo-Saxon and English scholars of the world. But, after all, it is generally true that English has been, and is now, shamefully treated in the schools. The Readers are very often just what Hudson calls them, "sheer impertinences," not the products of scholarship, taste, and experience, but of publishing houses mainly. Even when the books are passable, how often are the reading exercises a very meaningless hopping up, an unintelligible mumbling or frantic spouting, and then a sudden sitting down again,—no vocal training, no mental or spiritual culture; no development of the sense of the fitness or beauty of the spoken or the written word; no deepening of the feeling of responsibility in the use of language; no cultivation of taste for writers exemplifying these qualities. What of the pronuncia-

tion apart from the reading? Do we realize that clearness and approximate uniformity of pronunciation are among the necessary exponents of genuine cultivation widely diffused, and that the want of a general diffusion of such a pronunciation is a hindrance to the spread of English? Can such a pronunciation be found in spite of the don't-know-and-don't-care "principle?" the would-be extremely democratic "this-is-a-free-country?" "principle" which so often flaps its wings at the wrong time? or the very opposite gum-elastic "do-as-the Romans-do" "principle?" The fact is, much more pains is taken to learn the "Roman pronunciation" of Latin, or to get the tongue just so near the palate and the aperture of the lips just so much rounded to make the peculiar French *u*, than is taken to give the mother-tongue a clear, non-provincial utterance. Can much better be said of the study of English grammar? What effect,—what practical effect does it have upon the speech of the people? It may be said that the function of grammar is not to correct but to dissect. Perhaps so; but then correction and development are the ends to be sought, not dissection. The English language is living, not dead. And here the trouble seems to lie: The language has been and is treated too much as if it were a machine instead of a growing thing of which the present state is but a phase. It receives this treatment: (1) from persons of no broad or profound views of language in general, or, in particular of the English language present or past, mere text-book makers, who do not even dissect, only hack; (2) from persons of classical scholarship who are always too ready to apply the elegant machinery of Latin or Greek grammar; (3) from those who, unable or unwilling to see the imperfections of speech as an expression of mind, puzzle themselves and others trying to make the logical categories and the grammatical 'categories' coincide throughout their whole extent, that is, they "lay down the modes in which men must think, and then proceed to find in speech the necessary exponents of these modes." But wherever the trouble may lie, bad English, grammatically speaking, is yet too common, and the absurdity is continually presented of a young man or a young woman poring over Homeric roots or passages in Thucydides, or Cicero, or Goethe, when the afore-said young man or young woman can scarcely analyze a couplet from Pope, or speak correctly a sentence containing a relative

pronoun. Of course, a knowledge of at least Latin, French, and, above all, of Anglo-Saxon, is necessary to a thorough and complete knowledge of the English language; but one can and should learn to speak English correctly without a knowledge of those tongues. Yet even with a knowledge of those tongues, a study of some of the standard writers of English, present and past, is necessary in order that the best grammatical forms may become the forms of living speech, even as the thoughts and feelings of those writers live. Such a study of standard writers is also necessary to an appreciation of the living tendencies of the language. But the grammar is rarely an incentive to such a study, or, in any sense, a guide-board to the living tendencies. As for the study of rhetoric and English literature, what does that generally amount to? Almost every one who has attempted it knows too well; and the person who has ever grown in mind, heart, and character, or in taste and enthusiasm for standard literature, by merely reciting biographical sketches and nibbling at "choice selections," is surely a needle in a hay-stack! It is certainly not common for young men and young women in the study of rhetoric and English literature, to be made to see and *feel* that they are sharers in the grand "partnership between those who are living, those who are dead, and those who are to be born." What shall be said of the study of original composition? Is it commonly one of the most potent means in shaping, or bringing into the consciousness, ideals of expression and action, and in forming character? Does it call forth any of the enthusiasm which a young man or a young woman conscious of growing ideals and character is sure to manifest? Nay, verily! In general, it must be confessed that reading, pronunciation, grammar, composition, rhetoric, and English literature, do not receive nearly so much time and attention as studies bearing so directly upon individual and national character should receive. High school students are apt to feel above reading, pronunciation, grammar, and composition, whereas they are just barely able to do "original" work in those branches. Indeed, in one sense, the term *Grammar School*, is an absurdity. Let the oral and written work on the English extend throughout the whole school course. Let the rhetoric and literature be studied more in connection with the other English branches, especially the reading. Let all be more closely adapted to the needs of

mind, heart, and life. When this is done, there will surely be less ground for the complaint that the schools are mechanical, not vital. But is there no end to all this fault-finding? Is there none of the English studies that has been enthusiastically and rightly pursued? Spelling, at least, has had hearty study; but in nearly all the spelling-matches and schools there has been no attempt to see fully the imperfections of English *cacography*, called *orthography*; no attempt to establish a direct connection between the sign and the thing signified, the written word and the spoken word. Here again, the dead language is preferred to the living. No wonder the English-speaking race is the worst spelling race on the globe! No wonder knowledge of English and enthusiasm for it are not more general, especially if you think what a hindrance the present spelling of English is to the spread of the language and literature among foreigners here and abroad. There is this encouragement, however, that the great scholars and the masses of the people in America and England, and many school boards in the latter country, are all moving together to throw off an orthography which, as has been said by "one of the most practical men that ever spoke or printed our language, Benjamin Franklin, * * " 'will,' " if continued, " 'become the same with the Chinese as to the difficulty of learning and using it.' " Another cause for want of knowledge of, and enthusiasm for, English, are the prejudices which result from some of the causes already named. "Spouting," says Lamb, "withers and blows upon a fine passage." Nobody enjoys it after it has been "pawed about by declamatory boys and men." The opinion that grammar, as taught in the schools, is comparatively useless, is not the opinion of the unlettered merely. Men who study rhetoric and literature can, in the opinion of many, be only musty book-worms or dainty thin-skins, who subsist upon *belles-lettres*. Genuine poetry is, to very many minds, only rhymes, jingle, tropes, and sentimental or "transcendental nonsense." English composition is an inevitable bore; and as to spelling, it is comment enough to recall Artemus Ward's remark to the effect that Mr. So-and-so was a very fine man, but he "couldn't spell."

It is, perhaps, now in order to answer fully the question, What is the proper study of English? There is not time enough now for that; besides, the question is a difficult one, and not to

be answered by one man. It will give more point to this question, and, perhaps, also incentive and enthusiasm for the study of the question, and it may suggest an answer, if we consider the question, What is to result from the proper study of English? This question, if it can be answered at all, can be adequately answered only by one of genius and learning, who has tried long and devoutly to understand some of the great masters of speech: who knows what it is to "say grace (to use Lamb's words) before Milton, grace before Shakspeare, to have a devotional exercise before reading the Fairie Queene," as well as before reading the Book of books: who amid the press of the demands of active life—not the demands of the cloister, the library, the class room, the studio merely—has found the world's great books inspiring companions: who in his old age is kept young by those companions: who can look over many nations and times and see what Homer did for Greek life and literature, and the world's life and literatures; what Dante has done correspondingly; what the Bible has done for all peoples, languages, and literatures, especially the English and German; what Shakspeare is to the modern world: who has the prophetic eye to see the nations melting together, and to see what is or are to become the language or languages of the uniting world. How easy it is to find great men, like Chaucer, Spenser, Milton, Dryden, Dr. Johnson, Macaulay, Coleridge, Scott, Southey, Daniel Webster, Emerson, acknowledging, for themselves and for the world, obligations to some great book or books for what they themselves and the world are. *Indeed, it is largely through such men and such books that the nations and the world become one.*

But what of those humble and obscure men and women who wish to see the most in life and get the most out of it; who wish to assimilate themselves to, and assimilate to themselves, the most and best possible; who, perhaps, are so unfortunate as not to know even the names of the great ones; who do not know what to read; who plead want of time, means, opportunity, and ability; who, with or without all these, fail to see the "use" of it all. First, as to "use" and as to what to read. In general, read diligently and sincerely anything which, from a trustworthy source, you know to be manly and good; you will not be long in finding out something of the "use" and the "what." Measure yourself honestly and carefully by one gen-

vine and noble book, as by a genuine and noble man or woman, and you will learn to choose your books as you choose your friends—if such a thing can be a matter of deliberate choice. But to be specific. Are you a young man or a young woman striving hard to seize and realize a great thought, and are you, as a bitted horse, impatient of the unreasonably hampering harness of fashion, flattery, politics, society, the church, the school,—in short, does

“Custom lie upon” you “with a weight
Heavy as frost and deep almost as life,”

and are you nearly borne down into distrust of man and utter contempt of self? Study Wordsworth's *Character of the Happy Warrior*, or Emerson's essay on *Self Reliance*. Are you sick with mean anxieties, with tyrannical, nauseating, and melancholic self-consciousness? Read and re-read the writings of that most genial and sensible Chaucer, that quintessence of Spring, with all its sweet, engendering breezes and rains, “one of those rare authors,” as Lowell says, “whom if we had met him under a porch or in a shower, we should have preferred to the rain.” Have you ever been tempted to doubt the constancy of woman? Read Chaucer's tale of *Griselda*, Spenser's picture of *Una*, Shakspeare's *Cymbeline*, Milton's *Comus*, Longfellow's *Evangeline*. Does it sometimes seem that great statesmanship and nobility of character and tastes are incompatible? Study Burke. Does deep doubt of the soul's immortality and even of its present existence sometimes darken your intellectual horizon, blind your imagination, and take away, for a time, all power of original action? Read Tennyson's *In Memoriam*, Wordsworth's *Ode on Immortality*. Are you sometimes utterly lost in the contradictions which arise from all attempts of the mere understanding to put a wise, kind, and just God either into, or out of, the universe? All great literature has help for you, the greatest the most, not in oftenest mentioning God by name, but in being richest in his image and his spirit. But, after all, why not ask “Of what use are wise and genial friends?” for in the words of Milton, “a good book is the precious life blood of a master spirit embalmed and treasured up to a life beyond life.” Indeed, the greatest difficulty is surmounted when this idea of a good book is firmly grasped. But do you seek your friends only to

have some burden lightened? No more does one who clearly sees what a book is use his books only for that purpose. Not amusement or comfort merely, but life of his life they are. Now, would you plead inability to derive good from a friend much wiser and better than yourself? No! not though you could understand and explain to everybody's intellectual satisfaction but a very little of him. The very sight of him is a revelation ennobling you with the feeling that something beautiful is present or has passed. But you have the ability to understand and appreciate some of the noblest literature for, thank the all-pervading God! it was not *all* written to a select few, but some of it, and that of the best, to every soul having natural feeling, the light of common experience, and the devout courage to study it. Ordinarily, as experience shows, the greatest hindrances to beginning fairly to understand and love much of good literature are those presented, almost once for all, by rhetorical and poetical forms and devices, and, in some cases, by antiquated orthography. As for means, opportunity, and time, comparatively little are required. Thanks to enterprising publishers, you can cheaply and easily get a well-printed pocket-copy of almost any standard writer and carry it with you wherever you go. Fifteen or thirty minutes a day, faithfully spent in learning by heart excellent passages, will furnish amazing results in a year. For example, you might thus, in a month or two, make your own, to meditate upon, the immortal Prologue to the Canterbury Tales; and the genuine human beings painted in those eight hundred and fifty-eight masterly lines are ever before you when you wish them, not when they wish to intrude upon you. Right here it may be said that literature thus studied has the tendency to make men exclusive. There is truth in that, but, without doubt, men and women of to-day have need to know better the true value of solitude, or rather, of the society of great minds not of this age or any age, but of all ages. Yet call it exclusiveness, if you please; it is still more imaginary than real. Through such reading as has been described one finds himself ennobled, and brought into closer sympathy and union with what is essentially noble in others, though his dislike for what is ignoble and for the shallow forms which mask both the noble and ignoble is deepened. Now suppose that most young persons of age each really knew

the companionship of one noble book—a book showing the greatness of sincerity, and the universality and inherent worth of human nature; suppose each took such a personal interest in the author of that book as to seize eagerly and hold firmly every piece of information concerning him and his writings, to buy a good picture of him such as, for fifty cents, might, perhaps, be found in the Bruckmann collection; suppose each person thus interested knew enough of the standard writers and especially of those most akin to his familiar author to make him want to know more; suppose, also, he had had such training in writing and speaking as would enable him to express himself clearly and forcibly,—what, in a few years, would become of the majority of the social gatherings in which men and women unite on the level of mere fuss, feathers, and flattery? What, in a few years, would become of the majority of ignorant and shameless editors, publishers, and book-sellers, and of the miserable trash in periodicals, libraries, and book-stores? of empty-headed and wooden teachers, and listless schools? of whining preachers, and hypocritical and bored congregations? of oily-tongued lawyers and politicians and demagogues, and clamoring clients and mobs? of rich bankrupts and tight-fisted higglers? of uneasy farmers and mechanics, who are ashamed of marred hand and clothing, and envious of the lily-white skin and the “flaunting robes of imbecile idleness and vanity?” of ragged and restless tramps? of rich liquor dealers, petty dram-sellers, and all their miserable company? Would there be so much whining about intemperance, gambling, and all that, if, rather than an oyster festival, a good feast given in a lecture on the work of Dickens and his writings for the down-trodden were the center of union to help humanity? Would farmer boys be so ready to leave their native woods and fields and rush to narrow streets,—would the country haste to become citified,—if Thomson, Bryant, Thoreau could once be made known and felt in the country schools? Can the farmer, the mechanic, the merchant be more useful individually or more united and useful than when each feels the sentiment, so abundant in literature, that dignity comes only upon honorable labor pursued in love and in a knowledge of the real fitness of the laborer, body and mind, to his work? Can there be so much vain borrowing from the uncertain future in trade, in politics, in religion, in charac-

ter-building, when the great books which are of no age, but of all ages, have shown the greatness of the *eternal now*? and can there be a stronger bond of union between man and man, country and town, city and city, state and state, than the knowledge and feeling that all are faithfully doing the duties right at hand. Is there or was there ever a better guarantee than this of the future man, the future country and city, the future state, the future union? In the presence of such a knowledge and feeling, can a petty personal, municipal, state, or national pride or jealousy exist, unwilling to help live or sometimes even let live? Look, then, beyond all these. England, always, and especially during its early history and the beginning of its literature in Saxon times, has been, as compared with any of the continental nations, somewhat independent; consequently her literature is, so to speak, somewhat *insulated*, and is, perhaps, above all literatures, the expression of a *people's life*, rather than a translation or borrowing, as Roman literature very largely was, or a literature of the educated, as German literature may be said to be. There is, as a study of English ought to show at least every university graduate, a continuity of life through it all, and since all of us are sharers in the "partnership between those who are living, those who are dead, and those who are to be born," no English-speaking man or woman can afford to be in entire ignorance of this great inheritance which is even now a bond of sympathy and union throughout the world. Besides, the English language, growing as it did out of the united lives and languages of two great peoples, at least, one from the north and the other from the south of Europe, is confessed by foreigners, even, to be the best fitted of all to become the language of the enlightened world. Its vocabulary is admitted to be the best for practical and scientific purposes; its syntax is the most direct and simple, and, except for its abominable spelling and uncertain pronunciation, it is the most easily learned and used of all languages. Even in French-speaking lands, families equally familiar with French and English will use the latter in preference to the former. French, in turn, maintains a supremacy over German, when both are equally familiar. Read what De Candolle, the great French naturalist of Geneva, says, in the Smithsonian Report for 1874, on a *Dominant Language for Science*. Here are some words from Jacob Grimm, one of the

greatest of German, and of all philologists: [The translation is Bayard Taylor's] "The English language, by which and through which the greatest and most eminent poet of modern times * * (of course I can refer only to Shakspeare) was begotten and nourished, has a just claim to be called a language of the world; and it appears to be destined, like the English race, to a higher and broader sway in all quarters of the earth. For in richness, in compact adjustment of parts, in pure intelligence, none of the living languages can be compared with it." Now look far and wide at the English race scattered over the globe and see if it is "destined to a higher and broader sway in all quarters of the earth." There are on the globe 70,000,000 of English-speaking people besides those in India and the East. Of German-speaking people there are 62,000,000; of French-speaking people, 40,500,000. According to the rates at which population increases among these different peoples, in 1970 there will be on the globe 860,000,000 English-speaking people, 124,000,000 German-speaking people, and 69,500,000 French-speaking people: that is to say, those speaking English will be nearly seven times as numerous as those speaking German, and over twelve times as numerous as those speaking French; or more than four times as numerous as both those speaking German and those speaking French. Surely the English race, the English language, and, let us say, the English literature, *are* "destined to a higher and broader sway in all quarters of the earth!" Surely "Enthusiasm for English" ought not to be a mere name, but a deep, broad feeling reaching far beyond self, far beyond the State, far beyond the Union, to the whole English-speaking race in all its bearings on mankind.

THE Cherokees have over eighty schools. A young pedagogue who went out there to teach school about a year ago incidentally mentions, in a letter home, that he flogged a youthful aboriginal, the other day for giving a war whoop in the geography class, and that he is hourly expecting the lad's old man to call around with a scalping knife.

WILLIAMS COLLEGE has graduated 2,470 students. It now has 284.

HISTORY.—II.

PREPARATION FOR THE DISCOVERY OF AMERICA.

The Crusade.

[NOTE.—This article and those that are to follow in the series, are prepared by the *B. Senior* class of the Indiana State Normal School at Terre Haute. A short introduction to the series appears in the January Journal.]

The period extending from the fifth to the fifteenth century is known in the history of Europe as the “Dark Ages.” It was a time of great mental and moral stagnation. The masses of Europe were in a condition of ignorance and superstition almost without a parallel, since they have claimed to be at all civilized. It was a time when *might* made *right*, and when the limited experience of the individual was the sum of his knowledge. Something was needed to unite Christendom in a common enterprise, to awaken intellectual life, and engender moral enthusiasm. It came in the crusades, a series of wars between the Christians of Western Europe and the Mohammedans of south-western Asia. The number of these wars, including the Children’s Crusade, was eight or nine. They occurred between the years 1095 and 1291, A. D. The principal seat of war was in the countries bordering the eastern end of the Mediterranean sea.

Causes. From very early in the Christian era, pilgrimages to the various places associated with the life and death of the Savior—especially his tomb at Jerusalem—had been regarded as acts of great piety, and had been sanctioned and encouraged by the clergy and by the popes.

In the seventh century the Mohammedan Arabs took Jerusalem, but they still permitted and even encouraged the Christian pilgrimage. But in 1076 the Seljuk Turks, a rude and barbarous race, recently converted to Mohammedanism, and almost as ignorant of their own faith as of Christianity, captured the Holy City, compelled the pilgrims to pay heavy fees, and treated them with great cruelty. The reports of returning pilgrims, and especially the preaching of Peter the Hermit, stirred all Europe with fiery indignation.

The pope saw in this a grand opportunity for realizing the unity of Catholic Christendom, and at the Council of Clermont, 1095, he addressed a vast concourse of clergy and laymen, in favor of a holy war against the Turks for the recovery of the sacred shrines. The enthusiastic cry of "God wills it," by the multitude, settled the question, and became the war cry of the enterprise. Each one who enlisted wore on his shoulder the sign of the *cross* made of some red material, hence, the name, *crusade*, from the Latin *crux*.

Some of the facts. Immediately all Western Europe was ablaze with enthusiasm, and in an incredibly short time over a million men, women, and children were on the march toward the Holy Land. Those who first started were nearly all from the lowest grades of society; the prisons were opened and all classes of criminals were allowed liberty and promised eternal salvation on condition of joining in the crusades.

These formed an ignorant and undisciplined rabble; but later, princes, nobles, and even the kings of England, France, and Germany laid aside the reins of government and, clad in knightly steel, led brave and brilliant armies to battle with the savage Turk, and the courtly Saracen.

In 1099 Jerusalem was taken, and a Christian kingdom established, which, after a precarious existence of 88 years, was overthrown by the famous Saladin and was never re-established.

During the period of these wars the crusaders fought in south-eastern Europe, Asia Minor, Syria, Palestine, and Egypt; but on the fall of Acre, the Ptolemais of Scripture, in 1291, the crusades came to an end.

Effects. 1. They tended to break up the feudal system, and to disseminate popular freedom by compelling the feudal lords to sell their lands in order to furnish troops and supplies for the wars, and by inducing the kings to grant political privileges to cities in return for contributions of money. In this way a class who had before been vassals, were lifted into a condition of greater independence of thought and action.

2. They brought the crusaders into contact with two civilizations—the Greek and the Saracenic—both of which were richer and more advanced than their own. Thus their knowledge was greatly increased, progress in literature, science, and art promoted, and a general stirring up of men's minds produced.

3. They brought the masses into closer communication with the clergy, and the amount of selfishness and corruption discovered in their spiritual advisers destroyed much of the superstitious belief in the purity and infallibility of the church, thus breaking the spiritual shackles with which Rome had long held subjects in bondage, and awakened in the people that freedom of religious thought and hardihood of opinion that resulted in the Protestant Reformation.

4. They vastly increased geographical knowledge, and created a passion for travel.

5. They encouraged maritime enterprise in the following ways:

(a). By increasing the number and improving the quality of the ships. This resulted from the necessity of transporting large armies and supplies across the Mediterranean to the seat of war.

(b). By increasing the number of trained seamen.

(c). By bringing distant nations into communication, and teaching them the advantage of a mutual exchange of products.

(d). By increasing the wealth and prosperity of certain cities of Italy, making them the commercial centres of the world and giving them control of the commerce of the Mediterranean sea; thus creating in the growing states of Western Europe, a desire for like commercial advantages; but as the routes of traffic by the Mediterranean were now in the hands of the Italians, the other states must look in a different direction, hence there arose pre-eminently, a desire for a southern or western route to India.

From what has been said it may be seen that the effects of the crusades not only made the discovery of America possible, but, with some other causes, actually led to that important event.

References. For a brief account of the crusades, see any text-book on general history. For extensive reading, see Guizot's History of Civilization; James's Chivalry and the Crusades; Epochs of History—Crusades; Hallam's Middle Ages; Gray's Children's Crusades; Fuller's Holy War; Edgar's Crusades and the Crusaders; Walter Scott's Talisman; Proctor's History of the Crusades.

Teachers will find some of these books in some of the township libraries.

STATE NORMAL SCHOOL, Terre Haute, Feb. 12, 1878.

WRITTEN LESSONS.

Pupils should prepare their lessons by writing them.

WHICH LESSONS?

Reading, Grammar, Arithmetic, Spelling, Writing, certainly; Geography and Natural Sciences, mainly; every study, more or less.

HOW?

1. Not on slates, unless necessary.
2. On paper, if possible.
3. With lead pencil, or pen and ink, or both.
4. For paper, use foolscap of uniform size, or printing paper from the printing office.
5. Have every written lesson carefully preserved.
6. As neatly as possible.
7. As correctly as possible.

WHEN?

1. With pupils of all grades.
2. Let a-b-c-darians print until they know their letters, then teach the script by requiring them to use it.
3. Not necessarily every lesson; for variety, and when best, omit the writing.

WHY?

1. It will help to govern the school in furnishing the pupils something to do that they can do, and that they like to do; so keeping them busy keeps them out of mischief.

2. It affords a means of determining the quantity and quality of work done by each pupil, also the progress made. The preserved papers show to the pupil, to the teacher, and to the parent what the pupil has done. This is an advantage to the pupil, in insuring him appreciation from teacher and parent; to the parent in giving him a true view of the progress made by his child; to the teacher in enabling him to judge fairly of pupils, and in assuring the latter that they can and will be judged fairly.

3. It teaches writing as the farmer teaches farming; as the blacksmith teaches blacksmithing; as every tradesman (except

teachers) teaches his trade—by practice. Too much penmanship instruction is for “principles” rather than practice. This exercise gives the essential practice.

4. It teaches spelling practically. Knowledge of spelling is used only to write words in sentences. Naturally, then, that knowledge can be most practically acquired by writing words in such sentences as the lessons require. Spelling as usually taught reaches difficult words, omitting common ones. This exercise brings the attention to the words that are commonly used in sentences. Spelling as usually taught presents words out of their connections.. This exercise presents them in their true relations and ordinary connections.

5. It teaches capitalization, not by arbitrary, unreliable rules, as is usually done, if done at all; but by continued practice, the only way in which it is learned by those who write much, or who gain any reliable use of capitals.

6. It teaches punctuation, an art which is also learned only by practice, but which is never taught especially, or to any purpose, in our country district schools, for the reason that the teachers are themselves incompetent. Yet, by copying their lessons from printed books, the pupils gain a practical familiarity with correct usage in this particular: the value and thoroughness of which cannot be over-estimated.

7. It teaches grammar and rhetoric in bringing the pupils to a closer contact with correct language than could be accomplished even by having them memorize all the lessons. The frequency of the contact in writing one's own sentences will do much more than the supposed intimacy of contact produced by memorizing other people's sentences.

8. It secures closer investigation of any topic of any lesson than is obtained from a majority of pupils. Even pupils who memorize easily will be more thorough and rational if they *write* what they memorize. Indeed, this practice will be found the best help to the student in memorizing, and is especially available with those pupils who do not study at all.

9. It gives the pupils the power of preparing written documents well and in good business style, an accomplishment possessed by comparatively few. Indeed, not one of a hundred district school teachers can write a respectable business letter. It shows that these teachers need very much the drill which the

methods of "written lessons" will give their pupils, and ought to be an argument for its adoption.

10. It teaches the habit of happy, contented industry. The practice will arouse such healthy emulation and ambitious pride as will prove the most valuable of all the influences of the school towards making its pupils useful and honorable citizens.

11. Such written exercises on the different branches, if properly preserved, numbered, and dated, give the best material for the closing exercises of a term or year, and will do more to draw parents together to compare the progress of their children with that of others than any other plan yet devised.

12. Such an exposition of the comparative and continuous progress of the pupils will give to teachers a stronger hold on the appreciation of both pupils and parents than any merit which, abstractly considered, teachers may possess. Teachers, try it.—*Nat. Normal Reunion.*

HOW TO REGULATE LIGHT.

Statistics kept by oculists employed in infirmaries for eye diseases, have shown that the habits of some persons in facing a window from which the light falls directly in the eye, as well as on the work, injure their eyes in the end. The best way is to work with a side light, or, if the work needs a strong illumination, so that it is necessary to have the working-table before the window, the lower portion of the latter should be covered with a screen, so as to have a top light alone, which does not shine in the eyes while the head is slightly bent over and downward toward the work.

In the schools of Germany, this matter has already been attended to, and the rule adopted is to have all the seats and tables so arranged that the pupil never faces the windows, but only has the side lights from the left; and as a light simultaneously thrown from two sides gives an interference of shadows, it has been strictly forbidden to build school rooms with windows on both sides, such illumination having also proved injurious to the eyes of the pupils. We may add to this advice not to place the lamp in front of you when at work in the evening,

but a little on one side, and never neglect the use of a shade, so as to prevent the strong light shining in the eyes. This is especially to be considered at the present time with kerosene lamps, with intensely luminous flames, which are becoming more and more common.—*Medical Journal*.

THE LAST OF THE GASES—LIQUEFACTION OF OXYGEN, HYDROGEN, NITROGEN, AND AIR.

A. W. BRAYTON.

I DESIRE to call the attention of such of your readers as may be interested in chemical history to the subject indicated in the above caption. The year just closed will be memorable in the records of scientific progress; its last month is marked by a series of brilliant researches, ending in an absolute demonstration of the fact that molecular cohesion is a property of all bodies without any exception whatever.

The great scientific interest of the researches and double discovery of M. Cailletet and M. Raoul Pictet, is that they demonstrate experimentally the mechanical theory of heat by establishing that all gases are vapors capable of passing through the three states—solid, liquid, and gaseous. This fact had been established for all but the formerly so-called “permanent gases, nitric oxide, methyl hydride, and acetylen and the elementary gases, oxygen, hydrogen, and nitrogen. As early as Dec. 2, M. Cailletet liquefied all except hydrogen and nitrogen, reducing oxygen and carbonic oxide by a pressure of 300 atmospheres and a temperature of 29° C. This surprising fact was not at once communicated to the Academy, but to a sealed packet, as the discoverer was a candidate for a seat in the section of mineralogy. Before the Academy meeting, December 24, M. Pictet, by an entirely different apparatus, succeeded, December 22, in liquefying oxygen also, so that the French Academy of Science had a very lively meeting; the sealed packet was opened, the different methods employed by the two men were recited, and the question of priority reviewed, there being no doubt as to the double discovery. Dumas, Regnault, Jomni, and Berthelot

were present and took part in the discussion. Faraday, in 1822, began his classical reseaches, first liquefying chlorine and then several other gases, not knowing that he had been anticipated by Manget and Clouet, who condensed sulphurous acid before 1800, and by Northmore, who reduced chlorine in 1805. Could the great experimenter have been at the December meeting of the Academy what would have been his delight to see the completion of the work he began. On the one hand, the student with his frail bent-glass tube, on the other, one of the greatest iron masters in France with enormous resources at his disposal, and a descendant of the Pictet—the firm friend of Faraday's great friend De La Rive, to whom Faraday first communicated his liquefaction of chlorine.

On December 31, a week after the Academy meeting referred to above, M. Cailletet, in the laboratory of the Ecole Normale at Paris, in the presence of Berthelot, Boussingault, St. Clair Neville, and other leading French chemists and physicists, then and there liquefied hydrogen, nitrogen, and air, by the same method he had formerly used for oxygen. The process is perfectly analogous to that used in preparing solid carbonic acid by the rapid evaporation of the liquefied gas. The gas to be operated on is condensed by hydraulic pressure in a small tube inclosed in a freezing mixture. The gas is compressed in this small tube and suddenly released by opening a communication to the outer air, thus by the sudden distention of the confined gas producing such a degree of cold—estimated at 300 degrees C.—that a large portion of the confined gas is reduced to a liquid.

Pieces of lighted wood put in the stream of liquid oxygen inflamed spontaneously with tremendous violence. Streams of liquid air issued from the opened tube, resembling the fine jets forced from the modern perfume bottles. Hydrogen, the lightest and most refractory of all gases, became a visible rain at 280 atmospheres.

These remarkable results give us no new idea as to the constitution of matter; they show that the principle of molecular cohesion has no exceptions. If these men succeed in solidifying oxygen, hydrogen, and air, as carbonic acid may be solidified, we shall have to add to the description of these simple gases the changes of molecular state, probably attended with changes

of color through which they pass in their new transformations. It is interesting to observe that in this case practical scientists—one an iron-master, the other an ice-maker—used the vast resources at their command in matters of purely scientific research; usually, and notably so in the history of electrical apparatus, practical men, artisans, and manufacturers, have utilized the discoveries made by purely scientific experiment and research.

In commenting on the facts here stated, the editor of the English weekly in which the detailed history of this subject may be found, remarks that “to contend with modern requirements, our school laboratories must no longer contain merely an antiquated air-pump, a Leyden jar, and a few bottles, as many of them do, but a workshop instead of an old curiosity shop.” The scale of the teacher’s operations in natural philosophy and chemistry must be large if he is to keep step with times in which such results as the liquefaction of the “permanent” gases mark an epoch in the history of science. Classes are not to be drilled alone in tables of constants and theoretical physics and chemistry, or tickled with pretty experiments performed by instructors; with these should be laboratory practice and use of tools, so that science may be made practical and the eye and hand be trained with the mind. It would seem that in these times when physics are acknowledged to be at least as important as metaphysics, a department of technology, equipped with work-rooms, tools, and practical mechanics as teachers, is as essential in our high schools as a department of mental or moral philosophy, or of dead languages.

IRVINGTON, IND., Feb. 20.

A PROBLEM.—If a young man commences the use of tobacco at fifteen years of age, and uses five cents worth a day until he is twenty, and then ten cents until he is thirty, and then twenty cents until he is sixty years of age, what will be his total loss, supposing he could loan the money spent each year at ten per cent compound interest?

THE faculty of Yale College voted not to permit the thanksgiving jubilee this year, in consequence of the indecency of the students on last year’s jubilee.

TEACHING TEMPERANCE IN THE PUBLIC SCHOOLS.

GEORGE W. HOSS.

Fellow Teachers:—I desire to say a few words to you on the above. In former years I had the pleasure of alluding to this matter in personal conferences with many of you; hence, with the more confidence do I presume upon your patience now.

I hope I do not need to debate the right of the teacher to do this work. I hope that is settled in the mind of every experienced teacher. The steps in the argument are short and clear:

1. Governments are instituted for the well being of the people.

2. Public schools are agents of the government to accomplish this end.

3. Temperance is one of the prime factors in the well-being of the people. Hence it is inferable that they should do what they can, consistent with other duties, to secure this end—temperance—and through it promote the well-being of the people.

The right granted, some are ready to say, why should the schools do this work even though they have the right? Varying the question, why not leave it to other agencies? Because other agencies are inadequate. What the boy ought to know, and must know, if he is to be saved in a land filled with grog-shops, is the nature of alcohol and its effects upon the human system. He must *know* that it is a *poison*, and not be allowed to conjecture that it is a medicine, a food, a heat-generator, a strength-restorer, nor any other “good creature of God.” He must be taught scientifically, not empirically or sensationally, that it is his *foe*—the foe of his brain, his stomach, his blood, his heart, his will, his judgment, his emotions, affections and passions; his entire self. This is what our boys need and must have, or they will continue to be lost in multitudes, as they are now. The school room is the place to give this information, and then in-grain it into conviction, character.

If not given here, the boy will get it in many cases in a crude and sometimes in a sensational form, which may never become principle for guidance; indeed, often only excites curiosity to try and “know for himself.”

In another article I may try to suggest something in the more difficult field, *how*.

I close by giving you the sentiment of the State Teachers' Association, as expressed in a resolution at its last session:

“Resolved, That we, as teachers of children, feel that one of our chief duties is to form character, and in this work we believe it to be imperative upon us to teach and impress, both by precept and example, the principles of temperance.”

Here is the sentiment of the leading teachers of the State, declaring the teaching of the principles of temperance in the public schools a duty. It is hoped we may all see our duty, and seeing, may have skill and courage to do it.

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1. What is Pedagogy?
 2. What are the methods in Pedagogy?
 3. Upon what do methods rest as a foundation?
 4. What do methods assume?
 5. Which way do they face in their out-look?
 6. What is the difference between a Systematic discussion of a subject-matter, suppose Arithmetic, and a Methodical discussion of the same subject-matter?
 7. What is Manner as compared to Method?
 8. What data must be assumed in order to develop “Methods in Arithmetic,” and what process must be followed in the investigation?
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WHERE IS GOD?

MINOT J. SAVAGE.

“Oh, where is the sea?” the fishes cried,
 As they swam the crystal clearness through,
 “We’ve heard from of old of the ocean’s tide,
 And we long to look on the waters blue.
 The wise ones speak of the infinite sea:
 Oh, who can tell us if such there be?”

The lark flew up in the morning bright,
 And sung and balanced on sunny wings;
 And this was its song: “I see the light,
 I look o’er a world of beautiful things;
 But flying and singing everywhere,
 In vain I have searched to find the air.”—*Scribner for April.*

OFFICIAL DEPARTMENT.

Statistics from the 25th Annual Report of the State Superintendent of Public Instruction.

I. ENUMERATION.

Number of white males.....	352,889
Number of white females.....	330,630
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Total number of white children.....	683,519
Number of colored males.....	5,596
Number of colored females.....	5,591
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Total number of colored children.....	11,187
	<hr/>
Total enumeration.....	694,706
Number enumerated last year.....	679,230
	<hr/>
Increase.....	15,476

The increase in school population, during the past nine years, has been as follows:

Enumeration for 1868.....	592,865
Increase for the year ending September 1, 1869...	17,699
Increase for the year ending September 1, 1870.....	9,063
Increase for the year ending September 1, 1871.....	3,101
Increase for the year ending September 1, 1872.....	8,811
Increase for eight months ending May 1, 1873.....	8,903
Increase for the year ending May 1, 1874.....	13,922
Increase for the year ending May 1, 1875.....	13,372
Increase for the year ending May 1, 1876.....	11,494
Increase for the year ending May 1, 1877.....	15,477
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Total as above.....	694,706

II. SCHOOL ATTENDANCE.

Number of white males enrolled in the schools.....	261,556
Number of white females enrolled in the schools.....	230,419
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Total number of white children enrolled.....	491,975
Number of colored males enrolled in the schools.....	3,375
Number of colored females enrolled in the schools.....	3,376
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Total number of colored children enrolled.....	6,751
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Total number of children enrolled in the schools during the year ending September 1, 1877.....	498,726

III. SUMMARY OF SCHOOL FUNDS.

Common school fund held by counties, June, 1877.....	\$2,566,850 31
Non-negotiable bonds.....	3,904,783 21
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Total common school fund.....	\$6,471,633 52
Congressional township school fund.....	2,452,936 82
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Grand total.....	\$8,924,570 34
Total amount held in June, 1876.....	8,870,872 43
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Increase for the year.....	\$53,697 91

IV. SCHOOL REVENUES FOR THE YEAR 1877.

Amount derived from State tax for the year ending November 1, 1877.....	\$1,494,329 86
Amount derived from interest on common school fund, held by counties, to Nov. 15, 1877.....	203,389 32
State's interest on non-negotiable bonds.....	1,961 95
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Total amount.....	\$1,933,968 13
Add amount of congressional township school revenue reported by county auditors.....	186,417 98
Add amount of local tuition tax collected to November 15, 1877, (estimated)*.....	630,268 12
Add amount of proceeds of liquor licenses reported to this office to date, (estimated)*.....	200,000 00
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Total amount of tuition revenue to Nov. 15, 1877.....	\$2,950,654 23

*Estimates are here given because the last semi-annual report of distribution by county auditors, from which this information is obtained, is not due at this office until after the last Monday in January.

This amount of tuition revenue is applicable to school purposes for the current school year ending June 30, 1878, and not for the year ending November 15, 1877.

V. MISCELLANEOUS STATISTICS.

(From County Superintendents' Reports for the year ending August 31, 1877.)

1. Length of school in days.....	128
2. School houses erected during year.....	413
3. Total number of school houses.....	9,476
4. Number of teachers.....	13,574
5. Number of township and district graded schools.....	508
6. Average compensation of teachers per day:	
In townships—Males.....	\$1.99
Females.....	1.75
In towns—Males.....	3.09
Females.....	1.92
In cities—Males.....	4.11
Females.....	2.21
7. Number of pupils enrolled in the schools.....	498,726
8. Receipts for tuition.....	\$3,068,184 52
Receipts for special purposes.....	1,804,946 52
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Total receipts.....	\$4,873,131 04
9. Valuation of school property.....	11,376,729 88

IN ANSWER to numerous inquiries we print the following letter sent to Daniel Lesley, superintendent of Randolph county schools, in 1876:

"1. I do not think a County Superintendent can employ a deputy who can be authorized to perform acts as such.

3. I think the County Superintendent can employ a clerk or a helper to assist him in his work, but all acts must be done in the name of the County Superintendent, and the County Superintendent must assume all authority and responsibility for whatever is done.

3. The clerical work of the office can certainly be done by an assistant, but all documents must be signed, recorded, etc., in the name and by the authority of the Superintendent "

Very respectfully,

JAS. H. SMART,
Superintendent of Public Instruction.

EDITORIAL.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

WE devote unusual space in this number of the Journal to the article of Prof. Burt of the State Normal School, on "Enthusiasm for English." The paper was read before the State Teachers' Association, and so highly was it appreciated that, on motion of Prof. Hoss, the association, by a unanimous vote, requested its publication in the School Journal.

The article will well repay careful reading by every one, and many of us will do well to study some parts of it and make personal application.

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The Editor of the Journal had the pleasure of attending the Southern Indiana Teachers' Association, a notice of which is printed on another page. The meeting was well attended, nearly all the southern counties being represented. The weather was delightful, and Sup't Jacobs did everything that could be done to make the meeting not only profitable, but *pleasant*.

The carriages in which the teachers were conveyed to the glass works, woolen mill, etc., and the banquet on the last evening, were without expense to members of the association. The visit to the glass works was a rare treat, and was highly appreciated. Teachers who were present will now read the description of these works that was published in the Journal last November with renewed interest. The common expression in regard to the New Albany schools was that if they were all as good as those visited, they stood far above the average, and the superintendent invited teachers to visit the schools of their own selection. Some of the work, especially in the primary grades, was excellent.

The Southern Association does not antagonize, in the least, the State Association. Its chief purpose is to convey the benefits of the State Association to such persons as cannot or do not attend the larger and more remote annual meeting.

THE MAIN OBJECT FOR WHICH GRAMMAR IS STUDIED.

One's idea as to the *main* object for which grammar is studied depends upon the definition given to the word grammar. Grammar, in its ordinary application, is almost equivalent to *language*. All the old books divide the subject of grammar into orthography, etymology, syntax, and prosody, and define grammar as "the science which teaches how to speak and write correctly." Under the above heads both composition and analysis are taught. The plan of the work requires that children shall be taught to compose and use language as well as to analyze and parse it.

Many of the newer books on grammar define it as "the science of language," and some restrict it further to "the science of the sentence." They exclude "composition" entirely, and teach that under a different head. According to these books grammar has to do solely with the *science* of the sentence, and has nothing to do with its formation.

Those who use the word grammar in its broader and more common sense, insist that the *chief* object to be reached in the study of grammar is the correct *use* of language—that the chief object of the learner is to gain the power to speak and write correctly.

Those who use the word grammar in its more restricted sense, claim that the chief end to be accomplished in the study of grammar is to gain power to analyze and interpret the language of others, and to have a standard by which to correct and compare one's own language.

The opinion of the writer is that it matters little which of the two above definitions is accepted, *provided* that the terms used are clearly understood, and that each branch of the language study shall receive its proper attention at the proper time. He believes both definitions to be correct as understood by those using them, and he indorses both statements as to what is the *chief* object to be reached in the study of grammar.

Using the word grammar in its broad sense, as equivalent to language, without doubt the *main* object is to teach the *use* of language—to teach how to *express* thought correctly. It is the *main* object because it comes first, applies to more persons, and is of vastly most value to a child provided it can gain but one. The truth in regard to all school children and to the masses of people generally, is not that they have no thoughts, but that they have trouble in expressing their thoughts. They receive thought from a thousand sources other than books, and they have but little trouble in understanding ordinary sentences whether spoken or written, but they have great trouble in expressing correctly these thoughts even in the simplest forms. Therefore, their first, their great, their *greatest* need is the power to express their own thoughts correctly.

But when we come to grammar in its restricted sense, or the *science* part of language study, the main purpose is changed. In the close, critical, analytical, scientific study of language, the *chief* end to be reached is the power to see clearly, think closely, and reason correctly. To take involved and trans-

posed sentences, such as occur frequently in the best literature, and analyze them, determine the connection, relation, and dependence of their various parts from a thought basis, furnishes a mental discipline secured in the pursuit of no other common school study. This power to analyze and comprehend language is indispensable to intelligent reading and to the successful pursuit of any and all other branches of study. The great mistake that is ordinarily made is, that by learning rules, and definitions, and forms of parsing, a person will be enabled to speak and write correctly. No one has ever learned to use the language correctly in this way yet, and it is to be presumed never will. We can only learn to use a language correctly by *using* it.

Then the conclusion is that the *main* purpose of language study in its earlier stages (in all grades below the high school) is to gain power to *express* thought correctly, and that the *main* purpose in the higher grades is to give power to interpret thought as expressed by others. In this connection let it be remembered that both purposes are always to be kept in view, and that the point at which one ceases to be the *main* purpose and becomes the secondary is not easily fixed.

THE NATIONAL EDUCATIONAL ASSOCIATION.

Last summer, at Louisville, it was decided in council to hold the next National Educational Association at St. Louis. This decision was reached after a warm discussion, in which a strong appeal was made in behalf of Philadelphia. It was claimed that inasmuch as the association was originally organized at Philadelphia, and as it had never yet met a second time in any place, Philadelphia should be the first to have a second meeting. Besides these arguments, Philadelphia promised large pecuniary inducements; but, over all, the vote was decided and large in favor of St. Louis. After the adjournment of the Louisville meeting, efforts were made to secure a change from St. Louis, to Philadelphia, and as the association is in debt, the superior money inducements of Philadelphia were about to carry, and it was understood for a time that the change would actually be made, the St. Louis people having given their consent. After Shannon, Harris, & Co., of St. Louis, decided that the Philadelphia people could have it if they wanted it, the Philadelphia people concluded that they didn't want it either. After Philadelphia got it away from St. Louis and then would not take it herself, the president elect wrote to know whether Indianapolis would entertain the association. An affirmative answer was given, and a few weeks ago it seemed to be settled that the next association would be held in Indianapolis. But just now the probability is that the meeting of the association will be postponed for a year. This is, perhaps, wise, on account of the fact that so large a number of the leading educational men of the country expect to be absent attending the World's Exposition at Paris.

MISCELLANY.

MINUTES OF THE SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The Southern Indiana Teachers' Association met in its first annual session at New Albany, on Wednesday evening, March 20, 1878. The exercises of the evening were informal, consisting, for the most part, of hand shakings and social converse at the hotels.

During the night the fresh arrivals made it evident that the convention would be very large, and by sunrise on Thursday, the Phoenix Hotel was crowded to its utmost capacity.

At 9 o'clock, A. M., the members of the association assembled at the Female High School building to witness the opening exercises of the school. The entire forenoon was spent in visiting the New Albany schools. At 2, P. M., the association met in regular session at the Baptist Church, and was called to order by the President, H. B. Jacobs, Sup't of New Albany schools. T. J. Charlton, Sup't Vincennes schools, was made Secretary, and Miss Josie M. Brand, of Lawrenceburg, was chosen Asst. Sec. J. R. Weathers and Miss Ella Jones were appointed Enrolling Secretaries, and Dr. J. B. Reynolds, Prin. Boys' High School, New Albany, was made R. R. Sec.

A committee on Plan of Organization was appointed, consisting of J. M. Olcott, of Indianapolis, J. M. Bloss, Sup't Evansville schools, and J. R. Trisler, Sup't Lawrenceburg schools.

The first paper read was entitled "The Principles of our Language in Common Schools," by R. A. Townsend, prin. Vincennes high school.

The speaker denied the too oft repeated assertion that the English language is a "grammarless tongue," and showed that there *are* principles underlying our language, else there could be no false syntax. He regarded all such teaching as hostile to our language, and showed that it is *not* an uninflected language. He would have the language taught as it *is*, and not as theorists would have it be, and favored more work in correcting the ungrammatical speech of pupils. He would not diminish the work done in parsing and analysis, but favored more practice in the *use* of language. The paper was discussed by George C. Foskett, of Utica, President Heckman, of Hanover College, Sup't Wood, of Salem, Hill, of Aurora, and W. A. Bell, of Indianapolis.

After recess, Dr. J. B. Reynolds read a paper on "Questions at Recitation." He prefaced his remarks by giving a series of questions characteristic of a child. He would have questions comprehensive and not too frequent. Questions should be proportionate to the capacity of the pupil. Questions are of two kinds, What? and Why? The office of questioning is to keep the

pupil in the right path when he is disposed to wander from it. Mechanical questions are worthless. They should be asked with animation. A teacher should be not only a good questioner but a good listener to the answers given. The paper was discussed by Messrs. Trisler, Wood, and D. E. Hunter, sup't Washington schools. Mr. Hunter thought the questions should vary, and believed there was great benefit to be derived by asking questions in many different ways.

Evening Session.—The convention assembled at the First Presbyterian Church, where, after most excellent music, Hon. John H. Stotsenburg, on behalf of the citizens, gave the teachers a hearty welcome to New Albany. His address was appropriate and highly commended. The response to this "welcome" was made by W. A. Bell, editor of the School Journal. It was short, but one of Mr. Bell's best. Dr. Geo. C. Heckman, pres. of Hanover College, then delivered a very able address on "An Unsolved Problem in Public Education." The Dr. favored the adjustment of the college curricula so as to enable graduates of high schools to enter the Freshman class in college. The address was listened to with rapt attention, and met the hearty approval of all present.

MORNING SESSION.

FRIDAY, March 22.

At 9 o'clock the Association assembled in the chapel of the Girls' High School, where addresses were made to the school by J. H. Smart, Superintendent of Public Instruction, and by W. A. Bell. The members then went in a body to visit the Glass Works, Water Works, and other points of interest about the city, devoting a portion of the time to visiting schools. Each of these visits was very satisfactory. New Albany may well be proud of her schools.

Afternoon Session.—The Association again assembled at the Baptist church. Miss F. Kendal, principal of the Madison schools, read a paper entitled "The Public School,—Its Use and Abuse." She described the growth of the common school, and thought that while we owed a debt of gratitude to our fathers for what they had done, we owed a still greater debt of gratitude to them for what they left undone. The original design of the common school was to educate boys and girls to make an honest living. As a people we are too much educated as to quantity, but not as to quality. There is too much waste of money in our educational system. Thought that higher education should not be made free by the state, but that we should approximate more nearly to the public school system of Germany.

The paper was warmly discussed by sup'ts R. A. Ogg, of Mitchell, and J. W. Caldwell, of Seymour, in which each bore testimony to the good results obtained by high schools. Prof. Smart also spoke in praise of the school system, and thought that the school law was wisely framed. The discussion was also participated in by Dr. Heckman, J. M. Olcott, and J. M. Bloss. Mr. Bloss presented valuable statistics showing that the public high school was the poor man's college, and that its benefits reach those who could not go abroad to

college. Besides, he claimed that the state *cannot refuse* school privileges to all between the ages of six and twenty-one. Our older and more advanced pupils have just as much right to their share of the school revenues as the younger ones have, and he thought there were but few abuses connected with the present system of high schools.

H. B. Hill, sup't of Dearborn county, read a most excellent paper on "The present needs of the Country Schools." Among those needs he enumerated larger and better lighted school rooms, better class of trustees, more care in selecting teachers, more co-operation of parents, more supervision, and better grading of the schools. The paper was discussed by A. C. Goodwin, sup't of Clarke county.

Miss Maggie Shrader, of New Albany Female High School, read a paper on the "Elements of Discipline," which was requested for publication in the School Journal. The committee on officers for the ensuing year reported, as follows:

President—T. J. Charlton, Vincennes.

Vice President—J. W. Caldwell, Seymour.

Secretary—J. R. Trisler, Lawrenceburg.

Assistant Secretary—Miss F. Kendall, Madison.

R. R. Secretary—A. C. Goodwin, Charleston.

Executive Committee—H. B. Jacobs, New Albany, chairman; D. E. Hunter, Washington; H. B. Hill, Aurora; O. H. Smith, Rockport; J. A. Zeller, Evansville.

Evening Session.—The Association met at the Centenary M. E. Church. J. R. Weathers, principal of Main street school, New Albany, read an excellent paper on "The Teacher's Position," which was discussed by Dr. Erastus Rowley, of DePauw Female College.

The Association then adjourned to meet on the corresponding week of March of next year, at such point as the Executive Committee may appoint.

The members of the Association then adjourned to the Female High School building, where a most elegant banquet was served up, consisting of all the good things the heart could wish. After a "feast of reason and flow of soul," the assemblage dispersed to return to their homes, feeling that they had had a *good meeting*, and resolved to continue an organization which thus begins under such favorable auspices. We will ne'er forget the kindness of the good people of New Albany.

H. B. JACOBS, Pres.

T. J. CHARLTON, Secretary.

COUNTY SUPERINTENDENTS' DISTRICT CONVENTION.—The State Board conceived the idea of holding district conventions of county superintendents, believing that in this way more superintendents could be reached than could be induced to attend the annual state convention, and that certain kinds of work could be done more satisfactorily in these small meetings than in the state meetings.

Most of these meetings have been held, and the others will be in a few days, and the results, so far, are gratifying. We give below some brief notes of the meetings held:

Fort Wayne Meeting—D. Moury, chairman, Cyrus Cline, secretary. Seven present; very profitable meeting. Dr. Irwin and the State Superintendent present.

Plymouth—Sup't Hosmer, of Laporte county, chairman. Eleven present. Dr. Irwin and the State Superintendent present.

Lafayette—J. A. C. Dobson, chairman; Sup't Moffitt, of Fountain county, secretary. Eleven present. Pres. White and State Superintendent present. Superintendents and visitors visited Purdue University.

Evansville—J. M. Bloss, chairman. Eight present. State Superintendent present.

At the meetings great interest was manifested. Several interesting papers were read at each meeting, but most of the time was spent in the general discussion of many points of interest pertaining to the working of county superintendency. The meetings were pronounced a gratifying success.

NOTES FROM THE CENTRAL NORMAL SCHOOL.—Present enrollment, 282; instructors, 9. The students of last year, who have been teaching, have nearly all returned. Many have determined to prepare themselves for it and make teaching a life profession. Scarcely an old student has returned without bringing one or more new normalites with him. The instructors are all in excellent health, and are prepared to do the most thorough and enthusiastic work of their lives. Eleven literary societies are in successful operation. Two Shakspeare classes meet weekly.

1. Teaching is causing pupils *to do* and *to be*, not simply *to know*.
2. Good teaching and proper government are inseparably linked together. One may be a good teacher, lecturer, or explainer, and be poor in government or general management, but no real teacher can be poor in government. The Teachers' Training Class is the largest ever in the institution. More than eighty experiments have been performed and explained during the term by members of the Natural Philosophy Class.

WINCHESTER, Feb. 6, 1878.

Friend Bell: The extract you quote from the *Spiceland Reporter* is quoted *verbatim* from an article in the June number of the School Journal for 1873, page 207. Your humble servant (who signed his name "*Fogy*") claims to be the author of that article. S—— R—— stole my thunder. • •

I differ *with* you in opinion and I differ *from* you in color, are both correct expressions.

UNION COUNTY.—Union is one of the smallest counties in the state as to its area, but one of the largest as to its educational enthusiasm. A recent rally at Liberty, which we attended, brought out nearly every teacher in the county. The primary classes brought before the association indicate that excellent work is being done in the Liberty schools in charge of superintendent Wood. L. M. Crist is county superintendent.

VERMILLION COUNTY.—Sup't Campbell is helping the schools of Vermillion county in various ways. The county association has served an excellent purpose. The meeting lasts two days. The attendance is usually large, and the interest excellent. The Editor of the Journal had the pleasure of attending the meeting held in February, and was pleased with the spirit manifested.

FAYETTE COUNTY.—We recently attended a general rally of the Fayette county teachers, at Connersville, and were still further convinced that the cause of education in that county is in a flourishing condition. All the teachers in the county, except seven, and many visitors, were present. Besides the home talent employed, Dr. R. T. Brown and the writer made addresses.

RUSH COUNTY.—Sup't Blount, of Rush county, is working hard to advance the educational standard of his county. While there are some excellent teachers in Rush, the average educational spirit is not quite so high as could be desired. The organization of a county association recently was a step in the right direction, and its success was encouraging.

GOSHEN.—At a joint institute held in Goshen, most of the forenoon session was devoted to the comparison of teachers' ideas on grading examination papers. A question and the answer given to it were read, and the teachers were required to mark independently and then compare the results. That the exercise was a very interesting and profitable one we have no doubt. D. Moury is the county superintendent and has his work well in hand.

The Goshen school held an oral public examination March 21 and 22. A. Blunt is superintendent.

FRANKFORT.—The Frankfort school library now contains 267 volumes of well selected books which are invaluable to teachers and older pupils. With enterprise and determination on the part of a few persons, similar libraries could be had in most towns and cities. What man has done man can do.

FRANKLIN.—The schools are doing well; the high school has never been in better condition. It has an average attendance of about 60 pupils, and all intensely interested in their work. Mrs. Martin is in charge again. J. H. Martin is superintendent.

WARSAW.—The teachers' reunion held at Warsaw, March 9, was attended by about 400 teachers and visitors, and was pronounced an unqualified success. Pres. E. E. White and State Superintendent J. H. Smart were present and made addresses.

The Indiana State Fair will be held at Indianapolis one week, beginning Sept. 30.

Prof. L. S. THOMPSON, of Purdue University, will open a summer school for teachers of drawing in a room at Purdue University, July 8. Professor Thompson has taught two similar schools at Toledo, Ohio his former home. He stands high as a teacher of drawing, and ought to have a good class.

N. M. WILSON, D. Bond, N. B. McKenzie, and F. W. Reubelt will conduct a five weeks' normal at Noblesville, beginning July 15.

PERSONAL.

R. T. BROWN, former state geologist and author of *Brown's Physiology*, is a good example of what may be attained in bodily strength and vigor of mind by the strict observance of God's laws, especially His physical laws. Dr. Brown is now more than seventy years old, yet his powers of endurance seem to be almost as great as ever. Recently he preached a sermon on Sabbath morning, after services went two miles and married a couple, ate his dinner and at two o'clock, rather than wait till next morning for a train, started and walked home, a distance of fifteen miles, arriving in good time for evening church services, which he attended. To the Dr. really belongs the credit of originating the idea of summer scientific excursions and schools. The credit is usually given to Agassiz, but for several years before the great naturalist held his summer school on the island of Penikese, Dr. Brown, then Professor of Natural Science in N. W. C. (now Butler) University, was accustomed to take his classes on trips to various parts of the state, that students might learn from personal observation and original investigation.

DR. SAMUEL ELIOT, lately elected superintendent of the Boston public schools, is a graduate of Harvard, class of 1839. Dr. Eliot was Professor of History and Political Science in Trinity College, at Hartford, Conn., and, later, president of that college. He has since been master of the girls' high school in Boston. Dr. E. is the author of an excellent History of the United States. He is, I believe, a relative of Pres. C. W. Eliot, of Harvard Univ.

J. J. Burns is the name of the Ohio State Commissioner (superintendent) of schools. He is spoken of as being a thorough, practical school man, of good ability.

Wm. R. Norris, instead of *Morris*, is the author of the article in the March number of the Journal entitled "The single line division method of extracting cube root." We regret the mistake. Mr. Norris is the author of "The Lightning Interest Table," advertised in several of the late numbers of the Journal.

W. N. Hailman, of Milwaukee, editor of "The New Education," a Kindergarten paper, recently delivered two lectures in Indianapolis, which were highly appreciated by those who heard them.

Jesse H. Brown, formerly assistant superintendent in the Indianapolis schools, now teacher of penmanship and drawing in the same, will engage to do institute work the coming season.

Pleasant Bond, of Indianapolis, who has had successful experience as teacher in country schools, city graded schools, and high schools, as superintendent of city schools, and as county examiner, will engage to do work in institutes or county normals.

Jno. M. Coyner, formerly of this state, is now principal of the "Salt Lake Collegiate Institute."

W. B. Ryan, the new superintendent of Decatur county, having finished visiting his schools, is now engaged in the Greensburg high school *vice* P. H. Gault, resigned.

W. Irelan, former superintendent of White county, is principal of the schools at Burnettsville.

R. G. Boone, superintendent of the Frankfort schools, conducts the "Educational Department" in the Frankfort Banner, and does it well.

BOOK TABLE.

THE PRIMARY NORMAL SPELLER, or first lessons in the art of writing words, by A. G. Beecher. New York: Clark & Maynard. Abram Brown, Chicago, Western agent, Price to teachers, 15 cents.

The above named little volume is as much a book on penmanship composition, and definitions, as it is on spelling. It takes the ground that the best method of learning spelling is by writing, and that it is time wasted to teach a child to memorize the spelling of a word the meaning of which he knows nothing. The book contains many valuable suggestions, and in the hands of the pupils will save labor to teachers.

VAN ANTWERP, BRAGG & CO. have published state editions of the Western states for the Eclectic Geographies of from ten to twelve pages each. These state editions, collected and bound together, would make an excellent handbook for teachers. We have not seen anywhere more beautiful maps than there is in the latest edition of the Eclectic Geographies.

JAMES VICK, of Rochester, N. Y., has the most extensive nursery and flower garden in the United States. Any one wishing the best fruits, or the best seeds or bulbs, should send to him. His Floral Guide is exceedingly valuable to any one who loves and cultivates flowers.

"THE HOME," is the name of a semi-monthly paper recently started in Indianapolis. It is devoted to domestic economy and temperance. It looks well and has undertaken a double work.

THE KIROGRAPHER AND STENOGRAPHER is the name of a little quarterly devoted to phonetics, short-hand, spelling reform, etc. Published at Amherst, Mass., by J. B. & E. G. Smith.

TEACHERS in the Sunday-school who desire real, practical help in their teaching, should take *The National Sunday-school Teacher*. It has no waste pages, and publishes no unusable material. *The Little Folks* is a bright and interesting paper for the infant classes. Chicago: Adams, Blackmer, & Lyon Publishing Company.

"THE LINK" is the name of a new paper started at Franklin, in the interest of Franklin College. It looks well.

BUSINESS NOTICES.

THE SCHOOL JOURNAL MAP OF INDIANA.—The School Journal Map of Indiana is a new Railroad, County, and Township Map of the State, 27x36 inches in size, gotten up in good style. Price, \$1, prepaid. It should be in every school room and in every house. No teacher can afford to do without one. An agent wanted in every township. Order the map or write to W. A. Bell, Indianapolis, for agency.

W. H. FERTICH'S "Instructive Elocution" is selling more rapidly this year than last. The price has been reduced to only 75 cents. The original lecture and chapter on "Methods of Class Work," are alone considered worth the price. Every teacher and student of Elocution ought to see this concise and practical system of instruction, especially suited to the private learner.

Sent post-paid on receipt of price. Address the author, Muncie, Indiana.

12-1f

Prepaid Samples. Metric School Register, containing a complete Daily and Examination Record in one book of 80 pages, 21x35 cm. for 67 cents. Class Meter, a tenfold rule, 6 cents. Metric Manual, 64 pages, 15x10 cm., best book for Teacher, 22 cents. (Unbound Edition, 11 cents.) School Meter, 73 cents. Best Metric Chart, \$1.62. 100 sheets, 12½x20 cm., 2½ K. Metric paper, 26 cents. 50 Metric Envelopes, 13½ cm., white, 16 cents. Correspondents may save from 10 to 20 per cent on their periodicals by ordering through us.

H. S. McRAE & Co., Muncie, Ind.

2-1f

WE wish very much a few May Journals for 1877. Any one sending us a copy will have the time of his subscription extended one month.

C. E. DICKINSON & Co., the manufacturer of the celebrated Andrews School Desk, have removed their place of business from 56 South Meridian street to 82 and 84 North Pennsylvania street, Indianapolis. Their new quarters, just half a block north of the post office, are roomy, commodious, and attractive. Teachers and trustees visiting the city are always made welcome, whether they call on business or simply for pleasure.

WORCESTER'S DICTIONARY, though not so generally used in the West, is the highest authority with the best scholars of the East. The unabridged is the cheapest of its class. It is the most convenient, in that for words having more than one pronunciation, all pronunciations are given with the authority for each. See advertisement on another page.

JOHN J. PADRICK, a graduate of the Indiana State Normal School, Class of '75, will engage to do institute work during the coming summer.

Address him, early, at Fountaintown, Shelby county, Ind.

INDIANA "SCHOOL JOURNAL."

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MAY, 1878.

No. 5.

THE "CALLING."

ELLA LYON SWIFT.

THE time has gone by when the minister and school teacher are the oracles of the people. The power they used to wield came not always because as men they deserved it, but because their profession was greatly looked up to.

In our day we feel the difference in our position among the children and the people from that held by the teacher, of whom we received our mental store. The children we teach look at us, not at the profession, and measure us; and our hold upon them is determined mostly by our intellect, our education, our common sense, and our ability to control them.

This is better. Certainly the honest teacher would rather feel that however limited his influence in a town, he had earned it by good work and individual ability, than to have the cut of his coat, the style of wearing his hair, a measured speech, and a reputation of great learning, never exhibited, win him an indefinite respect.

Our young America, keen of eye and sharp of tongue, has come to his present independent opinion of his teacher gradually. I have not yet outgrown the feeling of childish awe which overpowered me when spoken to by the teacher, and especially when he called upon the family.

Of course, with many people and in many towns there is still much outward respect for the "calling." You come upon

every shade of feeling from the old-time reverence to the modern skepticism that has doubts of all callings once highly esteemed.

A successful minister told me that in the West his profession was against him and made slower his gaining an influence; while in Maine, where he then was, much of the old reverence for the minister gave him a position of respect and trust before he had earned it.

While the people's views of the teacher have certainly changed, has he adapted himself to the new *regime*, as would have been wise to do?

It was natural that years ago he should have come to dress differently from the people. He was among the learned few. He was the authority of how the children should be educated and where they should be educated. His opinions by the mass of people not only were unquestioned, but repeated with more deference than we to-day receive the opinions of a Britannia Cyclopedia.

The strongest man catches in his dress and walk and talk the peculiarities of his social position; and so it seems to me that too many of us have retained from the old times the dignified dress, too much of the precise talk of one who is not accustomed to be contradicted, and that in our walk and talk there is placarded "the teacher." One does not need to use much effort to recognize the "teacher abroad," and the customary announcement, after an introduction, that he is a teacher, is unnecessary. Everybody knows it.

There are many teachers who chafe at this position in a community, not their social position, for the teachers generally form a sombre background at the tea party. The nobility of the calling is lauded. The hardness of their work is always sympathizingly spoken of. It is often that a call or gift of fruit or flowers is prefaced with a melancholy "I've been a teacher myself." They generally are credited with a vague amount of learning; but when you come to analyze the public feeling, you find a large ingredient of the sympathy that is born of a haughty contemptuous pity. You find that the learning with which we are credited is really thought to be theoretical, good enough even necessary for teachers, but not that solid, practical wisdom.

dom, tempered by good judgment that in other walks of life could win an honest success.

Many of us have learned this feeling, and, unpleasant as it is, have profited by it. But many more of us are still basking in the comfortable sensation that the "calling" is a great one, and are blinded to the fact that out of esteem for the past we are shown an outward respect, which we do not individually receive and often could not command.

It is not my purpose to tell who is to be blamed for this condition of things, whether the people or whether the teachers. Both undoubtedly have made mistakes. It is for us, the teachers, to change the public feeling and earn its hearty approval.

One way to effect this is by practical, original work in our business. But the quickest way to catch the public eye is to throw off the external marks of our profession.

Bret Harte can wear his hair long. He has enough reputation to bear the eccentricity; but the principals and superintendents of schools, earning as much even as \$2,500 a year, cannot afford to sport that literary and unworldly peculiarity.

It would be a relief to attend a county or state convention where the heads of the "professors" bore a striking resemblance to prize fighters. It would be pleasant to see, instead of the solemn black, the business suit that the passers by would be unable to distinguish whether merchant, doctor, lawyer, chief—or schoolmaster. Of course these are but trifling things, but they carry their impression nevertheless.

The best change would be if we could banish from the boarding place, from the evening company, all talk that smacks of school. For so long a time the chief part of our talk has been upon the petty details and technicalities of school affairs that it requires tact and persistence to avoid, in general talk, the commonplaces of that profession. Several teachers concluded to make an effort to stand or fall unaided by their "noble calling," and that as general talk on school affairs was of little profit, it would be better to listen to the interests of other people. Their table companions were all in a general way earnestly desirous of good schools and good education. They knew nothing of the daily work and cared nothing for it; but with this deference for the calling, day after day politely started the school platitudes. It was several weeks before they learned

they were making unnecessary martyrs of themselves. But when once convinced that all such talk was unsought, the alacrity with which school topics were dropped was another proof of how little people care for the subject.

These teachers took part in the practical, political topics of the day, from a sensible, business, but not educated standpoint. Many interesting facts, concerning machinery and running a railroad engine, a little of the insurance business, were frequent topics of the dinner table. Occasionally, with much care, books were discussed.

We are not aware of the narrow limits of our conversational range until we resolve that for a week we will do without all school topics.

You say, "but a man never talks so well as upon his own familiar business, never appears so well as at his particular work." Quite true. But the science of school teaching is very little understood by the mass of people. Most are best contented with the cheapest instruction, and seem indifferent to the harm, or good, or mental stagnation brought upon their children by every teacher. So while you are taxing their patience, you are very likely learning only greater impressiveness in setting forth your own theories. Should you care to lose your self-respect and go the rounds and praise the children, you and your talk would always be welcome. But if you would ignore your work and hear of the work of other people, you would get practical knowledge, you would learn the peculiarities of human nature, a necessity for the best teaching. You would find your sympathies growing broader, and, best of all, you so constantly would find how much more the most ignorant man knows of some things than you do, that it would have a tendency to make you less positive and impressive. I was ashamed the other day when I heard an intelligent gentleman, of wide observation, smilingly say, "I don't care where it is or on what subject, I can always tell any one who has taught school by the way he lays down the law.

There are people with whom we should talk of our work; talk long and freely. We should talk with one another. But we should not spend the most of the time in "condolences," nor mutual compliments upon the work we have chosen, nor in splitting hairs on fine points of methods.

The tendencies of school teaching are not toward progressiveness. We are associated with those younger than ourselves. We naturally, then, acquire a dogmatic manner, an air of being the final authority. Men give one another hard knocks. The result is that the best men grow ambitious to rise. They grow strong, and, by constant struggling to hold their own, their faculties become sharpened.

In school teaching there is no impetus of this kind, and the tendency is that from the nature of our work the ambition that we start with will be deadened.

All professions but the ministry and school teaching have as goads to good work, wealth that can give the finest culture, and reputation which rightly used is not only a power for good, but also a proof that the world has given practical appreciation of hard work. The mass of school teachers certainly have not the hope of wealth to incite them to the best work, and the probabilities of winning a college professorship are not strengthened by the ordinary daily work of school. These things ought to make us keenly alive to the necessity of avoiding, in the smallest way, anything stereotyped.

Another of the bad tendencies of school teaching is that year after year we teach the same subjects, advancing about as far this year as we did last, and always to those who know less of it than we do. Is it not human nature that we unconsciously begin to grow needlessly exact over what we already know, learn to discuss with much interest and gravity questions as vital as the schoolmaster's problem of how far Gabriel's trumpet could be heard?

These ways are more easily fallen into than to push out and get hold of new ideas and principles, than to study harder to understand the complex human nature with which we every day are thrown into such close contact.

There is with us all a readiness to grasp small things. The scholar in the high school will strive earnestly to master the elegance of "shall," in the first person, and be oblivious to the "It is me," "Who are you talking to," sentences with the pronouns in most woful condition, constantly buzzing about him. It was only the other day that a boy who had not been able to hear an "incorrect" sentence for one day had heard the "inelegant" one, "Is that so," for "Is that true."

Now, if everybody has this difficulty in separating the important principles from those that are not vital, though well to and know, teachers must guard doubly against the temptation, keep their understanding clear as to what is necessary and what is not. We cannot overestimate the good we might do in teaching, but we must do hard work. We must win individually respect for what we actually accomplish. We must remember that to-day every town contains probably people more learned than ourselves, and many as cultivated. We can never get too much real knowledge or genuine culture; but let us be sensitive to the fact that we often mistake pedantry for both.

OAKLEY AND CLEARBROOK.—IX.

“CHARLES WACKFORD.”

LETTER XI.

CLEARBROOK, INDIANA,
February 10, 1877.

My Dear Cousin:

Your letter containing the picture story is doing good service here. Brother George is writing the story for the dog. Wilbur Thompson is writing it for the boy, and I am writing it for the rabbit. We are not to read them till the 16th of March, when we expect to have our school room decorated and invite the parents to come and see us, as that will be the last day of the school.

Our geography work is more interesting to me just now than anything else we have in school. We are not confining ourselves to the regular lessons in the book, but have occasional “voyages,” or “problems in geography.” Here is one: “Load a vessel at Chicago for Liverpool, and bring a return cargo to New York.” Each one writes out an answer to be read and criticised in the class, something like this: “I find that the states around Chicago produce large quantities of corn and wheat, and since England buys breadstuffs, I load my vessel at Chicago with wheat. We sail down Lake Michigan, through

the straits of Mackinaw, Lake Huron, St. Clair river, Lake St. Clair, Detroit river, Lake Erie, Welland canal, Lake Ontario, St. Lawrence river, Gulf of St. Lawrence, across the Atlantic ocean, through St. George's channel and the Irish sea, and land at Liverpool near the mouth of the Mersey river. I there exchange my wheat for a cargo of woolen goods and cutlery. I sail down the Mersey, through the Irish Sea, St. George's Channel, across the Atlantic Ocean, through the Narrows and New York bay to New York, at the mouth of the Hudson river." Another was somewhat longer, thus: Ship goods from Louisville, Ky., to Hamburg, by water, and return with purchases from Hamburg, Lyons, Rio Janeiro, and Havana to Baltimore. In this case I ship tobacco from Louisville to New Orleans on steamboats down the Ohio and Mississippi rivers, and then re-ship on a larger vessel and pass down the Mississippi river, across the Gulf of Mexico, through the Straits of Florida, across the Atlantic Ocean, through the English Channel, Straits of Dover and North Sea, and up the Elbe river to Hamburg. There I sell tobacco and purchase linen; then sail down the Elbe, through the North Sea, Straits of Dover, English Channel, Bay of Biscay, Atlantic Ocean, Straits of Gibraltar, Mediterranean Sea, and the Gulf of Lyons, to the city of Lyons in the South of France, where I purchase silks. I then return through the Gulf of Lyons, Mediterranean Sea, and Straits of Gibraltar, across the Atlantic Ocean to Rio Janeiro, where I purchase coffee and sail northward through the Atlantic Ocean, Caribbean Sea, and Gulf of Mexico to Havana. Here I purchase sugar and tropical fruits, and sail through the Straits of Florida, Atlantic Ocean, and up the Chesapeake bay to Baltimore.

In working out these problems we made many mistakes, but most of them were corrected by members of the class. For example, one girl took a ship from Lake Erie down Niagara river to Lake Ontario, but some one asked how she succeeded in getting her vessel over the Falls without injury. This brought up the question which was settled, as it only could be, by the use of the canal instead of the river.

Another problem was to buy and ship by water pine lumber, and return a load of cotton. We bought our lumber at Bangor,

Maine, and shipped to New Orleans, where we bought cotton and shipped to Providence, R. I.

Here are some problems which we have to think about, and work out for the last day of school:

1. Load five cars in central Illinois for Chicago.
2. Load a car at Baltimore, in January, for Chicago, and load another at the same place for Chicago in June.
3. Load 50 cars in May at Chicago, for Dallas, Texas,
4. Load 5 cars in August at Lafayette, Indiana, for Louisville, Ky.
5. Buy 100,000 bushels of wheat, get it ground and sell the flour.
6. Buy 1000 fat hogs at one place in Indiana in December, and ship them to market.
7. Buy 1000 fat cattle in one county in Indiana, and ship them to market in November.
8. When and where in Indiana would you purchase cranberries, and where would you sell them?
9. Buy and ship five car loads of watermelons every day for two weeks, making all your purchases from the farmers and shipping all from two railroad stations not more than twenty miles apart.
10. Ship 50 car loads of coal every day for six months, from some point in Indiana.
11. A deputy sheriff, residing in Indianapolis, had to take a prisoner to the penitentiary, the same day his son started to the State University and his daughter to the State Normal School. Could any two of them go together?
12. Load one car at each of the following points in Indiana, and ship to Indianapolis: St. Paul, Ellettsville, Delphi, Peru, Greencastle, Brownstown, Brookston, Cambridge City, Pendleton, Knightsville, South Bend, New Albany.
13. Load steamboats at points on the Ohio river in Indiana, with the following: glass, whisky, furniture, hay, coal, stoves, lime, and cotton goods.

Miss Claxton says she does not expect us to be able to work out all of these, but we are to get as many as we can. Last week we had some funny letters written in our school, that is, they were funny to some of us; but, as the fable has it, they were "not fun to the frogs." We have some pupils in our school

that never study if they can avoid it; they spend much of their time in idleness and play, and consequently have but little to say at recitation. Last week Miss Claxton gave each five of them a sheet of paper and required them to copy a letter which she had written. None of us knew what it was at first, but in a few days it leaked out and now it is known all over school. The letters were all alike and read as follows:

CLEARBROOK SCHOOL, Feb. 1, 1877.

My dear parents:

My teacher desires me to say that she has been hoping to give you great pleasure during the Oral Examination which commences the 11th of March, but she is very much afraid she will be disappointed. My lessons have not been satisfactory and she refuses to believe me *incapable* of getting perfect lessons if I *try*. She desires me to say, further, that she hopes you will give her your assistance in the matter, and that I may yet make sufficient progress to be promoted at the end of the year.

Your affectionate child,

Each pupil signed his own name, enclosed the letter in an envelope, addressed it to his father, and then handed it to Miss Claxton. The next day she took them all down to the post office, and this week we have better recitations from nearly all of them. If they study as well the remainder of the term as they are doing now, they will have something to say on examination day. I should have been very much ashamed if I had been required to write such a letter as that to my parents. Miss C. received several notes the first of this week from the parents of these pupils, and Tuesday night she went home with one of the girls. Of course we do not know what was in her notes, or why she went home with Jennie; but it is not a difficult matter for us to guess. We are all well and wish to be remembered with much love to each of you.

Your affectionate cousin,

FANNIE STOWELL.

I THINK it must somewhere be written that the virtues of mothers shall, occasionally, be visited upon their children as well as the sins of their fathers.—*Dickens*.

REMARKS AND SUGGESTIONS IN RELATION TO
READING.

CARRIE D. FULLER, of Boston.

THE essence of all language is in the living utterance. If we have, by careful study, made a great thought our own, we should take care that the art by which that thought is conveyed to others be not shabby.

The most impressive reading comes from a true appreciation of the thought and sentiment. If we really and deeply feel a truth ourselves, we shall be able, under ordinary circumstances, to make others see and feel it.

Every teacher should have so much elocutionary training as is necessary to bring the voice under the control of the will, or to enable him to rightly express thought and feeling. He should also be able to teach children, however young, to read and speak in a natural, agreeable, and effective manner and to give *thought* to what they read, thus leading children in all studies to get *ideas* from books, not merely words without meaning.

Do not confound habit with nature. Defective speech is often the result of carelessness. Nasal, shrill, throaty, and husky tones come from habit. Diseased throat, or liability to it, arises from wrong use of the voice.

Suggestions to the teacher in regard to his preparation to teach a lesson :

“Before attempting to teach a lesson on any subject, get fast hold of it yourself; make yourself thoroughly acquainted with it in all its parts. It will then be easy for you to find out with a mass of children how much about it has already developed itself in them; what requires to be stimulated, what to be directly communicated. The answers to your questions may be unsatisfactory, they may wander wide of the mark; but if you take care that your counter questions shall draw their thoughts and senses inwards again; if you do not allow yourself to be driven from your own position; the children will at last reflect, comprehend, learn, and the subject will be presented to them in the light in which you wished them to see it. Never allow yourself to be run away with from a subject. Be sure that you know how to keep fast to the point with which you are engaged.”—GOETHE.

Extract from Monroe's Sixth Reader, p. 96.

· MONROE'S SIXTH READER. ·

XVII.—THE CHEERFUL LOCKSMITH.

FROM the workshop of the Golden Key there issued forth a tinkling sound, so merry and good-humored, that it suggested the idea of some one working blithely, and made quite pleasant music. Tink, tink, tink—clear as a silver bell, and audible at every pause of the streets' harsher noises, as though it said, "I don't care; nothing puts me out; I am resolved to be happy."

2. Women scolded, children squalled, heavy carts went rumbling by, horrible cries proceeded from the lungs of hawkers; still it struck in again, no higher, no lower, no louder, no softer; not thrusting itself on people's notice a bit the more for having been outdone by louder sounds—tink, tink, tink, tink, tink.

3. It was a perfect embodiment of the still small voice, free from all cold, hoarseness, huskiness, or unhealthiness of any kind. Foot-passengers slackened their pace, and were disposed to linger near it; neighbors who had got up splen'etic that morning, felt good-humor stealing on them as they heard it, and by degrees became quite sprightly; mothers danced their babies to its ringing;—still the same magical tink, tink, tink, came gayly from the workshop of the Golden Key.

4. Who but the locksmith could have made such music? A gleam of sun shining through the unsashed window and checkering the dark workshop with a broad patch of light, fell full upon him, as though attracted by his sunny heart. There he stood working at his anvil, his face radiant with exercise and gladness, his sleeves turned up, his wig pushed off his shining forehead—the easiest, freest, happiest man in all the world.

5. Beside him sat a sleek cat, purring and winking in the light and falling every now and then into an idle doze, as from excess of comfort. The very locks that hung around had something jovial in their rust, and seemed like

MONROE'S SIXTH READER.

gouty gentlemen of hearty natures, disposed to joke on their infirmities.

6. There was nothing surly or severe in the whole scene. It seemed impossible that any one of the innumerable keys could fit a churlish strong-box or a prison-door. Store-houses of good things, rooms where there were fires, books, gossip, and cheering laughter—these were their proper sphere of action. Places of distrust and cruelty and restraint, they would have quadruple-locked forever.

7. Tink, tink, tink. No man who hammered on at a dull, monotonous duty could have brought such cheerful notes from steel and iron; none but a chirping, healthy, honest-hearted fellow, who made the best of everything and felt kindly towards everybody, could have done it for an instant. He might have been a coppersmith, and still been musical. If he had sat in a jolting wagon, full of rods of iron, it seemed as if he would have brought some harmony out of it.

CHARLES DICKENS.

Before giving this lesson the teacher should make himself acquainted with it in all its parts. He should know something of its author; something of the work from which this lesson is selected; what is historically true of the times which the work is supposed to represent; the object of the writer in introducing such a character as we find here; and he should so fully appreciate the central thought in the lesson, and the simplicity and beauty of the language in which the thought is clothed, that he will be able to give correct expression, as well as force and expressiveness, to the reading.

The teacher may assist the pupil in his study of the picture illustrating this lesson, by questions and suggestions something like the following:

What is the most noticeable feature of the picture on the opposite page?

May we decide as to the character of the man from his expression?

Then we have in the man an embodiment or personification of cheerfulness. Look again.

MONROE'S SIXTH READER.

There he stood working at his anvil, his face radiant with exercise and gladness, his sleeves turned up, his wig pushed off his shining forehead—the easiest, freest, happiest man in all the world.

We see intelligence, interest, contentment, in the face; the hand appears busy and willing; the whole man alive and in earnest.

The next most noticeable feature of the picture?

Ans. The blissful expression and attitude of the cat, and the easy position of everything about the room.

Yes, the hammer, pincers, all the tools, look as if they were ready to help.

Where is cheerfulness placed?

Why in a workshop rather than in a prison, or billiard saloon, or a gaming table?

We see, then, three things in the picture:

Cheerfulness embodied.

The conditions upon which cheerfulness is based.

The influence which cheerfulness exerts.

Now, what will be likely to be the central thought in the lesson illustrated by this?

We have, then, on one page a thought expressed by means of an engraving, on another the same thought expressed by means of words. You understand the engraven picture very well. It is now your business to make yourself perfectly familiar with the word picture. You have the *idea*; study the *words* with reference to their force and meaning. Observe how carefully the words are chosen to exactly express the thought, and to give that beauty of light and shade so essential in a picture.

Each pupil may consider himself an embodiment of cheerfulness; the school room the workshop, the printed page before him the anvil upon which thought is placed, and upon which he is to work; the voice is the hammer which gives life, character, and expression to the picture.

Questions and suggestions after the study of lesson, before reading:

In which paragraph do we find the central thought embodied, or the source of the influence which pervades the whole?

The heart seems to attract the sunshine.

How is the excess of sunshine in the heart apparently used?

Then the *heart* is in the *work*, and the poet says, "the heart giveth grace unto every art." Let it give grace unto the art of expression.

Is the workshop rightly named? Why? Do you see any

peculiar beauty and harmony in the language of the first paragraph?

Why not say "came forth" instead of "issued forth."

Meaning of the words "blithely, audible."

Are the phrases in the first part of the second paragraph in keeping with the spirit of the piece? Read them so that they will be contrary to the spirit of the piece.

Would you say that a good influence never intrudes itself upon our notice?

What is the force of the word "thrusting?"

What is indicated by the phrase "still, small voice?"

To what, in us, does that voice always speak?

Observe how the influence becomes stronger as we approach the source.

Define "splenetic," and tell why the author uses that word rather than any of its synonyms?

Observe how each word harmonizes with every other word in the fourth paragraph.

Give an illustration of "excess," as excess of agony, excess of water, etc.

From what does the word "jovial" come? What does it mean?

Meaning of the phrase "hearty natures?"

Were the kegs innumerable? Is the exaggeration justifiable?

What other exaggeration in the same paragraph?

Are all *duties* monotonous?

If he had worked from a sense of duty only, or because he was compelled to work, would his work have been well done?

What have you gained from your study of this lesson?

If the teacher has, in conversation upon a lesson, awakened sympathy and vivid interest in the *idea*, the pupil will express the thought as his own, and the elocution will, in a majority of cases, take care of itself. This presupposes, however, that the pupil has had so much of elocutionary training as is necessary to enable the voice to obey the will.

Questions to be asked immediately after reading:

First paragraph. The tone of voice was rough and unpleasant. What should it be? Why?

Show by the tone of voice the subject and predicate of the first sentence.

May you, by your reading, show the subordinate words and phrases in a sentence, and so bring out the entire grammatical construction? Do so.

Second paragraph. You read the first part of the paragraph as if you were endeavoring to represent these various sounds. Is it in keeping with the spirit of the piece to do so? Correct your reading then.

What inflection on "scolded, squalled," etc?

Why? Give rule.

Is it proper to represent the sound of hammer?

Third paragraph. You overdo the first line. Make only a slight suggestion of what is indicated by the phrase "still, small voice."

Your inflections through second sentence were wrong. What inflection do we *naturally* give when we *affirm* a thing?

Rule for that.

Show all subordinate words and phrases as you re-read.

Fourth paragraph. Why do you make "locksmith" so emphatic?

What word forms the *climax* in second sentence? Show by your reading that "attracted" is the word.

WRITTEN EXAMINATIONS MADE EASY.

T. J. CHARLTON, Sup't Vincennes Schools.

THE aim of every modern invention is to lighten labor. What but a few years ago required the labor of twelve men, can now be done by one. The tendency of the age is not only to lighten labor, but to shorten the number of hours given to it each day. The toiler at the loom and the printer at his case are now permitted to enjoy more of the pleasure of home than when they were compelled to toil from twelve to fourteen hours per day. Even convict labor has been made light and easy. But while so much has been done to lighten the drudgery of other avocations, the work of the teacher has been rapidly growing heavier. The consequence is that but few can long

bear the burdens imposed upon the modern school teacher. The young woman of to-day enters upon the work of teaching with a healthy constitution, but, after a year or two, with broken health and a shattered nervous system, she is compelled to leave the school room forever. All admit that written examinations are the only exact tests we can apply in a school room. It is almost impossible to accurately grade a class of pupils from oral recitations. But written examinations, as usually conducted, are the *most laborious part of a teacher's work*; and my object in this article is to suggest a plan whereby we may attain the same end without this periodical draft on the teacher's health and energies. It is not the daily study which every teacher should give to the lessons to be recited on the morrow which undermines health; but it is the heaps of examination papers to be corrected which produce these dire results. I can well remember the many sleepless nights I have spent over examination papers. I believed that the pupils were learning composition by that plan. But as other and better methods of teaching composition are now in use, I see but few advantages to compensate for the objectionable features of the plan. This is certainly a waste of time. Usually there is *no mental improvement* to the teacher resulting from this work. After the criticism of the first paper the work is mechanical and monotonous. It is the lowest class of drudgery, and calculated to destroy, for a time, one's mental activity. I present the following method by which to secure the same results with but little labor to the teacher.

Let the teacher procure ordinary foolscap and tear each sheet into twelve slips. Each one of such slips will serve for twenty-five single-word answers. Instead of words these answers may be dates; numbers, short phrases, or sentences. Then let the teacher judiciously prepare twenty-five questions, each of which can be answered by a single word or date. After the usual daily recitation, let these slips be distributed to the members of the class, and, as the teacher rapidly pronounces the questions, let the pupils, with lead pencils, write the answers opposite the proper numbers. The pupils having exchanged slips, let the teacher read from his own paper the proper answer to each question as designated by its number, and let the pupils make corrections and calculate the per cents. Then, on a fly-leaf of

his text-book, or in a book prepared for the purpose, let the teacher call over the names of those in the class and record the per cents. A class of fifty pupils can thus be examined in ten minutes. When the time comes for making out monthly records the work is easy. At such times the teacher may have the pupils do even this work by placing them at the blackboard and giving to each the per cents of some classmate and have the standing of each for the month ascertained. In this way the pupils will derive benefit from this practical application of the principles of percentage.

The advantages of this method are many:

1. These tests do not interfere with a single recitation. Let the teacher shorten the recitation a few minutes on the days he applies these tests.
2. Pupils are held constantly on the alert, for they know not on what day to expect an examination.
3. More tests may be applied than by the other method. One or more tests may be applied each week.
4. It applies equally well to nearly every branch of study, as geography, history, grammar, Latin, and the sciences.
5. It gives teachers the time which should be given each night to the study of the lessons for the following day.

In order to make this method fully understood, I herewith submit twenty questions in United States history, with answers:

1. When was Indiana settled? 1702.
2. By what people was it settled? French.
3. What is the oldest town in the state? Vincennes.
4. When was our state reduced to its present limits? 1809.
5. Who was the first territorial governor? Gen. Harrison.
6. When was Indiana admitted into the Union? 1816.
7. What was the capital at that time? Corydon.
8. Who was the first state governor? Jonathan Jennings.
9. When was Indianapolis made the capital? 1825.
10. What noted battle fought in this state? Tippecanoe.
11. Give the date of that battle? 1811.
12. What great Indian chief lived in this state? Tecumseh.
13. How many counties in the state? 92.
14. What is the area? 33,809 square miles.
15. What is the present population of the state? 2,000,000.

16. What should be the population of a congressional district? 135,000.

17. How many miles of railroad in the state? 4,400.

18. What large cave in the state? Wyandotte.

19. Near what town is it? Leavenworth.

20. When did Gen. George Rogers Clark capture Vincennes? 1779.

The above questions will indicate the method. Some ingenuity is required on the part of the teacher in order to cover the ground passed over by the class. Having used this method for some years, I can recommend it to teachers.

PRIMARY EDUCATION.

MIRIAM WEBSTER.

EDUCATION is the basis of all progress, and if we would move towards the highest development of the human race, we must lay our foundations in wisdom and excellence. It is often said, and more frequently put into effect by official action, that "anybody can teach little children." Never was a more fatal error forced upon the acceptance of a community. Education, as given by the teacher, has a wider significance than the art of reading and writing. From the moment he enters the school room the little child is under influences that will shape him for time and, consequently, for eternity. The teacher of a primary school carries a greater responsibility than the highest officer of the land; for the former *makes* the material that the latter only directs. The children of to-day are the men of to-morrow. If they have wise teachers, an elevated community will take position among the nations of the earth.

School-life concerns every part of man's nature—physical, mental, moral. Many diseases that make life a burden are developed by the unhealthful conditions of the school room, which the teacher might easily change by proper attention to air, light, and temperature. The body of a little child is, not yet, perfectly formed, and bad habits of position may entail deformities that, in after life, will occasion pain, inconvenience, and

unsightliness. A sound body is the only safe casket for a sound mind.

The primary school deals more largely with the development of the mind, and the quickening of the moral sensibilities, than any other class of the whole course of study. The little one comes to school without the least idea of *why* he is sent. Very often, he is dragged in on the first day, his whole being rebelling against the torture and imprisonment to which he believes he is to be subjected. It is the province of the teacher to dispossess him of this idea, and show him how wide the field of pleasure that is just opening its gates to him. And here is a very important point in the teacher's duty. The infant mind is like a tender bud. No rude touches must tear apart the delicate petals, but they must be enticed to a voluntary unfolding beneath the genial light of wisdom's sun, and the gentle breezes of an air of intelligent thought. The teacher who is what he ought to be, will have regard to each individual under his care, and prepare his own work accordingly. In the majority of schools, the children can be classified into grades for mental training, to which general exercises can be adapted. But there will always be a few for whom some especial care is necessary. To be able to discriminate among the material of the school room and to choose the right methods for developing the same, requires a knowledge of the manifestations of mind that no inexperienced person, "just out of school," can possibly possess. The teacher *must* mould, and if not well prepared himself, his labor can but have a disfiguring effect.

The primary school is the great field for moral culture. The little child knows but little of evil, and believes all is as he sees it. This plastic mind receives all too readily what may do it harm; for there seems a natural disposition to accept the bad in preference to the good. To teach him to discriminate between right and wrong, without developing a tendency to general suspicion; to show him the evil without exciting an unhealthy curiosity to discover what has not been exhibited; to teach him to avoid by making him sufficiently familiar with the features of evil without brushing the bloom of innocence from his soul—these are problems which demand a skill that comes only from careful study and long experience. The ordinary course of school life, if pursued under the most favorable and

favoring conditions, cannot supply this acumen to the pedagogic neophyte.

The primary school, if it be efficient, must be prepared to lay foundations upon which shall be raised the characters that are to energize the nation. If its responsibilities are not appreciated, its work not comprehended, its methods not of the highest merit, it can only cripple and deform; and the wisest efforts and most arduous labors of the teachers of the higher classes are weak or futile in correcting the misshapen, misinformed subjects that come to them in the course of time. In some of the American states legislative action has decreed that no person shall have charge of a primary school until proper evidence can be given of having had *four years* successful experience in teaching. And the greatest demands are teachers who have been prepared for the work by the drill and discipline of the well-established training schools, in addition to the time demanded by statute. A nation that feels the importance of this department of education must out-rank all others in every interest that concerns human welfare.

HONOLULU, October 15, 1877.

GRADING DISTRICT SCHOOLS.

TIMOTHY WILSON, Sup't of Henry County.

MANY readers of our educational journals, no doubt, think that the majority of country schools are already graded; but such is not the fact. While it is admitted that the current sets strongly in that direction, still a great work has to be done in *educating* teachers before this can be accomplished. A large proportion of teachers do not know how to grade a school. In Henry county, outside of the towns, there are not ten well graded schools. There are all degrees of gradation from none at all up to a nearly perfect system. This is not the situation in Henry county only; it is the same in all the surrounding counties.

A great many teachers keep up their grades as far as the

Fifth Reader, and then all system seems to be lost; and why? because here they begin to meet with opposition from scholars and parents. This one does not wish to study geography; another one does not wish to spend so much time in reading; another one wishes to be advanced to the next grade in arithmetic. Few teachers are independent enough to hold each one to his proper place. It is the object to be popular with the patrons. The teachers are mostly chosen by a vote, as the trustee will not take the responsibility, and thus the teachers pander to the whims of parents. When trustees select teachers suited to the peculiar condition of each school, without undue interference by the parents, a long step in the gradation of schools will have been made. Let the teacher be responsible alone to the trustee for carrying out a thorough system of gradation. Let the trustee stand by the rules and regulations of the county board of education.

Then the weak-kneed teacher must be brought to time. The county superintendent must enlist the zeal of the trustees for a good system. The trustees must see the necessity of employing teachers only who will agree to grade their schools, and when they fail to keep the contract, it must be terminated. Where there is a demand there will soon be a supply.

When teachers find they cannot get employment unless they know how to grade and keep their schools graded, the difficulty will be ended.

The whole question needs to be agitated. What is a district graded school? What are its advantages? What is meant by a grade? How many grades should be in a school? How many studies in a grade? How should advancements be made? When? Let us hear from superintendents and teachers all over the state and get down to the bottom facts of the matter.

O, if the deeds of human creatures could be traced to their source, how beautiful would even death appear, for how much charity, mercy, and purified affection would be seen to have their growth in dusty graves.—*Dickens*.

HISTORY.—III.

PREPARATION FOR THE DISCOVERY OF AMERICA—*Continued.**The Mariner's Compass.*

THE Chinese annals assign the discovery of the compass to the year 2634 B. C., when they say the Emperor Houangti constructed an instrument for indicating the south. At first, they appear to have used it exclusively for guidance in traveling by land. The earliest date at which we hear of their using it by sea is about 300 A. D.

The compass is supposed to have been introduced into Europe by the Arabs. Its directive power seems to have been unknown to Europeans until late in the 12th century. Flavio Gioja (pronounced Jōyā), a citizen of Naples, in Italy, is said to have improved the compass by placing the needle upon a pivot. This was the beginning of a great change in navigation. Previously the mariner was careful not to allow his vessel to depart very far from the coast; but, after some experience in testing the directive power of the needle, he felt that he had a safe guide to his movements, and, with this feeling, he fearlessly launched out upon the great ocean, bidding adieu to stars and headlands which had formerly been his close companions and friends. Without the compass it is hardly probable that even the bold mind of Columbus would have ventured to tempt the dangers of the stormy Atlantic.

References.—Any good Cyclopedia, Prescott's Ferdinand and Isabella, The Sea and its Living Wonders, Irving's Life of Columbus.

Early Travelers.—The crusades created an intense desire for travel, which a few adventurous spirits very early gratified. We shall notice some of these, and the relations which their travels bore to the discovery of America by Columbus.

Among the first was one Benjamin, a Jew, who, in 1160, traveled from Spain to Constantinople. He then turned his steps towards the countries of the Black and Caspian Seas, and thence to Chinese. Barbary. He next traversed various countries of Farther India, embarked on the Indian Ocean, visited its isl-

ands, and, after thirteen years, came back to Europe with an amount of information that greatly inflamed the spirit of adventure.

But greater than the Jew was the Venetian, Marco Polo, who set out about one hundred and five years after Benjamin's great journey. His family were of the nobility, and engaged extensively in commerce. His father and his uncle, in the prosecution of their traffic, had visited Tartary, and their stories enkindled in his mind a determination to become a traveller whose field should be wider than that of any of his predecessors. Fortunately, at the age of eighteen, circumstances favored his aspirings, and in 1265 he began his journey. His father and uncle had resided at the court of Kubli Khan and gained its confidence. The Khan sent them back to the western powers to negotiate treaties,—one of the officers of the court accompanying them. With this embassy Marco returned. The Khan was pleased with his youthful guest, and enrolled him among the attendants of honor. He was soon employed in confidential missions, and he held this relation seventeen years. At length he became a trader in the Indian Ocean, and for twenty-six years he continued his commercial pursuits in the chief centres of Asia. He was often beyond the limit to which any European had ventured. He traded with the merchants of the extreme east of Asia, visiting Japan, the existence of which was not even suspected by Europeans. Commerce had never had such an explorer. He returned to Italy the wonder of mankind. The people stood amazed at his descriptions of vast regions of opulence, fertility, power, and glory,—regions the names of which were like those of romance.

Polo wrote a minute description of his journey, which produced a startling effect upon the mind of Europe, inflaming it with unwonted cupidity for the golden regions of Asia. Everywhere an Asiatic turn was given to trade. Asia was the subject of thought, of talk, of dreams, of trade and speculation. "His work was of inestimable value as a stimulant and guide in geographical research; it encouraged the Portuguese to find the way to Hindostan round the Cape of Good Hope; and it roused the passion for discovery in the breast of Columbus, thus leading to the two greatest of modern geographical discoveries."

This book of Polo's furnished data from which the German geographers constructed improved maps and globes, but "unfortunately (or fortunately) Polo had made no astronomical observations, nor had he even recorded the length of the day at any place; and hence the geographers, who had no certain data for estimating the extent of the countries which he had traversed, were the means of propagating errors which led to results that were destined to influence the history of mankind. They incorporated on their maps and globes their own rough estimates of Marco Polo's days' journeys, and they had thus represented the continent of Asia as extending across the Pacific, and having its eastern shores somewhere in the region of the West Indies. These erroneous calculations led Columbus to the false assumption that, by sailing west a comparatively short distance, he would reach the wealthy trading marts of China, and as a result of this conviction he entered upon that memorable expedition which terminated in the discovery of the continent of America."

We next notice the travels of *Sir John Mandeville*, who left England in 1327, and, passing through France, proceeded to Palestine, where he joined the army of the Turks. He afterwards served under the Sultan in Egypt, and in southern China under the Khan of Cathay. He resided three years at the great city of Peking, and then, after traveling over a large part of Asia, he returned to England after an absence of twenty-three years. He wrote a book of his travels, which was copied in several languages. This book gave a more detailed description of those countries than any previous work had given; it thus served to extend the knowledge of the people, and to keep up the interest in travels and traffic in the East.

But these travelers we have named went by land; they could only report of those countries that are linked together, forming the Eastern continent. They could tell nothing of America, and but little of Africa. To do this required advancement in *maritime* enterprise. Of this advancement, much of the honor is due to Prince Henry of Portugal. Of him and his work we shall speak in our next article.

B SENIOR CLASS.

Indiana State Normal School, Terre Haute, April 10, 1878.

SHAKSPEARE.*

WALTER S. SMITH.

THE greatest curiosity in the field of literature is the worship of William Shakspeare. He has been extravagantly over-rated. I have been reading his works recently, and, although not disappointed in the absorbing interest I expected, I am puzzled to know why he has ever become a model in literature. His metre is irregular, his rhymes are harsh, and his grammar is abominable. All I have read appears to have been prepared in a hurry—there is a total lack of the appearance of revision. That careful overhauling which most literary works have received from their authors seems never to have fallen to the lot of his works. He has conceived grandly, but his rendering is often little better than a jumble. I used to think he had made his one and only grammatical mistake in Anthony's oration, viz: "This was the most unkindest cut of all"—but there are such *cuts*, and worse ones, in every play I have read.

In "Midsummer-Night's Dream," Act IV, Scene 1, Bottom, who has just awakened from the guise of an ass, is made to speak as follows: "Methought I was—there is no man can tell what. Methought I was—and methought I had—but man is but a patched fool, if he will offer to say what methought I had. The eye of man hath not heard, the ear of man hath not seen, man's hand is not able to taste, his tongue to conceive, nor his heart to report what my dream was."

I will not quote further this desperate attempt to be witty. It is sufficient to say that it is woefully fruitless, and that such examples are plentiful. He spells "choke" *choak*, and "him" *hime*. Bad spelling can be excused, since in his day the English language was new and its orthography not well established. But he had no right to use two forms of the personal pronoun in the same sentence, as he often did. (Timon of Athens, Act II, Scene 2.) Apemantus says to the harlot's page: "Even so, *thou* outrunn'st grace. I will go with *you* to Lord Timon's."

* This article is so unique that it deserves a wider circulation than the "Teacher" gives it, so it is published in the Journal. It will be remembered that the author was a former school superintendent of Marion county.

On the next page of the same, Flavius is made to say, "I have *shook* my head and wept." But supposing all such errors excusable, Shakspeare should not have made Timon's admirers speak of the "noble blood" which "flows in Timon's veins." In Timon's day blood was not supposed to *flow*. The circulation of the blood was not discovered till about Shakspeare's time, he having been the senior of Harvey by fourteen years. How he ever thought of it as flowing I cannot guess, unless he learned it from the discoverer.

Again. The painter in the same play, and several others, use the word "marry" as an exclamation—

"Ah, marry! What of these?"

Now, the word "marry," in this sense, is a corruption of the Virgin Mary's name. Timon lived about 430 B. C. So Shakspeare's fancy is not true to the facts. The same word is used in "Julius Cæsar," and also in "Mark Anthony."

MacBeth, of Scotland—the usurper—seems in Shakspeare's play to occupy the throne but a few weeks, while, in reality, he reigned nearly twenty years. There are many sentences which have no meaning; and yet more whose points are so remote that much study is required to ascertain them. "Old Athenian," (T. of A., Act I):

"Therefore he will be, Timon:
His honesty rewards him in itself,
It must not bear my daughter."

In the "Merchant of Venice, which I consider the best of his plays, we have the following doggerel:

"All that glisters* is not gold;
Often have you heard that told:
Many a man his wife has sold,
But my outside to behold:
Gilded tombs do worms infold.
Had you been as wise as bold,
Young in limbs, in judgment old,
Your answer had not been inscrolled;
Fare you well! Your suit is cold."

There is but little in his writings which is morally *good*. But there is much which is bad. He spares no occasion to cast a smutty intimation; and he gives more honor to Hecate than to

* Gold glisters; therefore gold is not gold.

Christ. He seems to love such associations as those of Mac-Beth and Cleopatra; and Alcibiades, with two courtesan companions, is erected into a valiant hero. Witches and goblins pervade his pages, and men of blood and dishonor attend them. In brief, his works are sensual; displaying beyond all else a desire to please a brainless audience.

But yet I would read Shakspeare. I think he puts historic characters out in such a light that one rests unsatisfied until he has read more of them. Many of his scenes are thrillingly vivid; some of them entrancing. Now he melts one with sympathy; now convulsés him with laughter. But, after all is seen and heard, the great man dwindles down to a common stage monger, whose literary merit in our day rates below that of a hundred American authors.

PUTTING CHILDREN TO BED.

Not with a reproof for any of that day's sins of omission or commission. Take any other time but bed time for that. If you ever heard a little creature sighing and sobbing in its sleep, you could never do this. Seal their closing eyelids with a kiss and a blessing. The time will come all too soon when they will lay their heads upon their pillows lacking both. Let them, then, at least have this sweet memory of a happy childhood, of which no future sorrow or trouble can rob them. Give them their rosy youth. Nor need this involve wild license. The judicious parent will not so mistake my meaning. If you have ever met the man or woman whose eyes have suddenly filled when a little child has crept trustingly to its mother's breast, you may have seen one in whose childhood's home dignity and severity stood where love and pity should have been. Too much indulgence has ruined thousands of children; too much love, not one.

SOME people's religion is just like a wooden leg. There is neither warmth nor life in it, and, although it helps you to hobble along, it never becomes a part of you, but has to be strapped on every morning.

OFFICIAL DEPARTMENT.

CONCERNING STATE TEACHERS' CERTIFICATES.

At a recent meeting of the State Board of Education, held April 10, 1878, the following report concerning the examination of candidates for State certificates was presented by George P. Brown, chairman of a committee appointed for that purpose. It was unanimously adopted by the Board:

REPORT.

"The committee to whom was referred the report of the matter of the examination of applicants for State certificates, recommend that the mode of procedure in conducting this examination be as follows:

1. That applicants be first examined as to their "eminent professional ability" and moral character, and that no person be permitted to enter upon this examination who has not had at least five years' experience as a teacher or superintendent of schools.

- 2 That those who pass a satisfactory examination as to their professional ability and moral character, be required to pass an examination as a test of their scholarship, and that this examination be conducted by a committee of this Board, appointed for that purpose, either by written or oral questions or by both, as they may deem best, and that a report of the result of this examination be made to the Board at its meeting next succeeding such examination, for its final action.

3. That the Superintendent of Public Instruction be requested to enter into correspondence with the leading teachers of the State, with a view of interesting them in securing this certificate for themselves, if they do not already hold it, and in persuading others whom they deem eminently worthy, to make application for the same.

4. That the first examination as to professional ability of applicants herein provided for, be made by the Board of Education at its next meeting, and that it be the duty of the Board at that time to appoint a committee for conducting the second examination and to designate time and place for holding the same.

5. The committee further say, in explanation of their views in making this report, that the method of examination heretofore pursued has not given sufficient importance to the professional attainments of the applicants, and

that few of those who should deem it an honor to attain this certificate, have made any effort to do so, and they think that the method herein suggested may induce many to procure this certificate who have heretofore been indifferent in regard to it. At all events, they feel that the standard should be so far raised as to exclude all who are not possessed of "eminent professional ability."

CONCERNING COMMISSIONED HIGH SCHOOLS.

At the same meeting, the following resolutions in reference to Commissioned High Schools were adopted:

"Resolved, That the following rules be adopted in relation to the continuance of High School Commissions:

1. High School Commissions may be revoked for cause at any time by the State Board.
2. In case a Superintendent of a commissioned High School leaves his position, his commission shall thereby be revoked.
3. In case a commissioned Superintendent fails to certify on or before October 1, of each year, that the curriculum of his school has not been abridged, his commission shall thereby be revoked."

CONTRACTS OF TOWNSHIP TRUSTEES.

5,553. Robert M. Wingate vs. Harrison school township of Clay county et al. Clay C. C. Affirmed.

Niblack, J.—This was an action by appellant against the civil and school corporations of Harrison township, on a promissory note given by Peter Barrick, trustee, for putting lightning-rods on school houses. The school township answered, admitting the execution of the note, and that Barrick was trustee; but averred that the said Barrick, for the purpose of cheating and defrauding the township, contracted to have the rods placed on the school house for the purpose of having rods placed on his own premises free of cost; and that appellant did so place said rods on Barrick's premises; that the consideration of the note was the said illegal and fraudulent contract. There was a verdict for appellees.

The statute makes trustees, and parties contracting with them under such contracts, guilty of felony, and makes such contracts void. (2 R. S., 454.)

The note was but a part of the contract set up in defense of the action, and it is clear that the division of the profits with Barrick tainted the whole contract and rendered it utterly void.

Independently of the statute such a contract was void as against public policy. (Parsons on Contracts, vol. 2. 784; 64 Howard U. S. R., 314). The evidence sustained the verdict. Judgment affirmed.

JAS. H. SMART,
Superintendent of Public Instruction.

EDITORIAL.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

WHEN subscribers to the JOURNAL wish their address changed, they will confer a favor and save themselves annoyance and trouble by giving timely notice. The JOURNAL is usually mailed the first week in the month, sometimes a few days before. It takes two or three days to prepare the wrappers prior to mailing. As a rule, orders for change of address written after the 25th come too late to secure a change for the succeeding month. From the first to the tenth of April a large number of orders came asking for change of address. As many of them came after the April number had been mailed, of course the change could not take place till May; yet many have written a second time, finding fault because they had not received the April Journal. Please write in good time, or else enclose a stamp to your old postmaster and ask him to forward the Journal to you.

We cheerfully change addresses and supply missing numbers when notified in season.

WRITTEN EXAMINATIONS.

The article published elsewhere on "Written Examinations Made Easy," will be perused with interest by every reader of the Journal. That written examinations are beneficial to pupils, that they form the most satisfactory basis upon which to found promotions, that they furnish the only means of giving the same test to each and every member of a class, all experienced teachers will agree; but that these same written examinations can be carried to an excess, and that they are so carried to excess in many, if not in most of our city schools, is a proposition equally true, and equally generally conceded by teachers who examine the papers, if not by superintendents who look on and see that it is well done.

There is no work connected with the teacher's duties that approaches more nearly to *drudgery* than that of correcting examination papers. Examinations

are worth little or nothing to the teacher to determine the relative standing of pupils, as he knows which are his strongest and which his weakest pupils just as well before as after the examination. The chief advantages in written examinations, *except for promotions*, are (1) the stimulus to thorough work; (2) to teach the pupil accuracy in expression; (3) to accustom the pupil to express his thoughts accurately in writing. As the first of these results may be obtained through the method suggested by the article referred to, and as the other two can be attained through written recitations and composition-writing, the Journal writes itself down as opposed to monthly or frequent written examinations, as ordinarily conducted. See the article and test the method suggested.

"THEY ALL DO IT."

Almost every normal school in the country has, at some time in its history, tried the experiment of publishing a school journal as an advertising medium, and it is a remarkable fact that out of this large number every one has proved a failure. Some of them live for but a few months, others, with the aid of book houses whose books the schools use, manage to eke out an existence of a few years.

They are always started to supply "a want long felt" for the "*normal methods*" of that particular school. The trouble comes in just here: The great underlying principles of pedagogics are known and practiced in all good schools and by all good teachers, and the special characteristics of any school (that is, all that can be put in a book) can be printed in a few numbers of a magazine. Now, if these peculiarities and characteristics are continually paraded as a "hobby," the average teacher soon tires of them, and if the best methods of all normals and all good teachers are given, without regard to advertising any particular school, then the paper becomes an ordinary educational publication, without special merit for its "*normal methods*."

Out of a list of twenty-four school journals published in January, 1875, only *eight* survived December, 1877. Out of a list of twenty-eight published December, 1877, more than one-half were less than three years old, and nearly one-third were less than *one year old*. The fact seems to be that school journals, as a rule, are not well supported, and where there is one well established, well conducted journal in a state, a second paper has never been known to succeed. To make anything a success, a person needs to give his time and energy to it. No school journal ever made much of a success when its editor made it a "side show." If a man conducts a journal well, it is all he can do, and if a man does his duty as president or professor in a normal school, or as superintendent of city schools, he has no time left to run a school journal.

This article has been suggested by the arrival of *three* new school journals, started within the present year, in the interest of normal schools.

NORMAL INSTITUTES.

Information has reached us of a large number of Normal Institutes to be held this summer. Last summer more were held than in any previous season and the indications are that the number this season will equal that of last. All this speaks well for the teachers, and therefore for the schools. It shows that teachers are willing to spend time and money to prepare themselves for their work. It shows that the sentiment is gaining ground that teaching is a profession that must be *learned*. It indicates also a growing sentiment in favor of normal methods and normal teachers.

That these normal institutes and review sessions of normal schools are doing a great deal of good, we do not doubt; but that they may, at the same time, do some harm, is also to be feared. They may do harm in this way: If a person shall attend one of these short terms and make a hasty review of his studies, and gain some new ideas as to methods, etc., and then go out feeling that he has thereby prepared himself to teach,—that he “knows it all,” it were better for him had he never heard the word “normal.” “Reviews” are very well, they are helpful, they should not be neglected; but the fact is they are not what a majority of teachers *need most*. The great need is a close, careful, critical study of underlying principles.

We advise teachers, especially young ones, to attend these normal institutes and review sessions, when they cannot do better; they will receive benefit: but let no one be deluded into the belief that these will take the place of a course of thorough training in a well conducted normal school.

The conclusion is that for a person who desires to stand high as a teacher, (1) a complete course in a normal school is highly desirable, if not essential; (2) a partial course in the study of principles is the next best thing; (3) reviews and normal institutes for those who cannot possibly afford the normal training, with the distinct understanding that they are in no sense a full substitute for it.

EUROPEAN TOURS.

A few months back we advertised a European tour, and several such excursions have been projected. The persons managing these excursions lay out the routes and propose taking travelers the round trip for a given sum. The writer having made a summer tour through Europe a few years ago, has traced these proposed routes with a great deal of interest. He has concluded that these excursions are excellent arrangements for ladies who wish to travel and have no company, or for a lone gentleman; but they are not desirable under other circumstances. A company of four can travel over the same routes proposed at no greater cost, with equal advantages. It is much more pleasant to travel with a few companions whose tastes and inclinations agree with your own, than to be trammelled by the movements of a large excursion party. A round trip ticket from New York to Paris *via* Scot-

land and England, will cost \$150, and a very satisfactory European tour can be made for \$500. Any one spending this amount, or even more, in seeing the Old World will never regret it. The World's Exposition, at Paris, is a special inducement for crossing the ocean this summer.

LECTURES—LITERARY CLUBS.

For several years past the Journal has urged upon teachers the importance of organizing lecture courses for the benefit of the communities in which they labor. It suggested that by this means, in addition to the general intelligence that would be diffused, money might be secured wherewith to purchase reference books for high schools and teachers.

The Journal has also urged upon teachers the importance of forming literary societies or clubs, not only for the benefit of the young people, but also among those more advanced in years who wished some means of mutual improvement. It is gratifying to note that both of these suggestions have been taken and extensively carried into practice. Never in any two years before were there so many literary lectures given in this State as during the lecture season just passed. Scarcely a town or city in the State with a population of 2000 inhabitants or more, but has had a course of lectures, and many smaller places, even country neighborhoods. That good will result, no one will doubt.

Literary clubs have become the *fashion*. Two acquaintances of mine recently counted *fifty* in Indianapolis that they know of. This must result in more general intelligence.

TRUSTEES will find the decision of the Supreme Court, published in the Official Department, of special interest to them. It seems that a trustee renders void any contract he may make on the part of his township by receiving, personally, a valuable consideration. Occasionally a trustee is found who will purchase his school desks and supplies in such a way as to make a per cent for himself. It is to be hoped, and it is believed that such trustees are scarce. This decision declares all such interested contracts felonious, and *void* so far as the township is concerned.

UNPAID.—Those teachers who were made an exception to our general rule and allowed *time* on their Journal, will remember that they are expected to pay as soon as they make a draw from the trustee. They should not wait for a postal card from us. Out of a list of nearly 4000 subscribers we have only about 200 marked *unpaid*.

THE lesson in reading, found in the body of the Journal this month, printed as a part of the work of the State Board in furnishing "suggestive questions." It was prepared by Miss U. D. Fuller, of Boston, formerly Fort Wayne, and is certainly full of valuable suggestions.

THE HIGH SCHOOL QUESTION.

A standard argument with those who oppose high schools is that they are paid for by the taxes of the poor for the benefit of the rich—that only the rich can send to them. This statement is repeated over and over, notwithstanding it has been demonstrated to be false wherever investigation has been made. Sup't Bloss, of Evansville, has recently canvassed the Evansville high school with the uniform result. He finds that a very large per cent of the patrons of the school are manual laborers, mechanics, clerks, agents, shopkeepers, etc., persons who depend upon their daily work, and not their capital, for their support. He finds that over 39 per cent of the patrons pay taxes on less than \$200; that 49.8 per cent pay on \$500, or less; and that 84.4 per cent pay on \$5000, or less. When it is remembered that most of this tax is upon the homes of the owners, without regard to the incumbrance that may be on them or to other indebtedness, it amounts to a *demonstration* that "the public high schools are the poor people's colleges," and that they are paid for by the rich for the benefit of all, but especially for the benefit of the poor.

THE CUTTING OF SALARIES.

It is a shame that teachers are so poorly paid, and it is a still greater shame that in times of financial trouble like the present the poor teacher is always the first person to have his salary reduced, and in times of prosperity the last to have it advanced. It is a shame that so many men in fixing the price of a teacher ask the question not how much is he worth, but *how much can he live upon*, and are willing to reduce the salary to the bare point of subsistence. By reducing wages to this low standard the best minds, those most needed, are being driven out of the profession, and then these same *economizers* (?) curse teachers for not having more sense. *Shame.*

SOME months ago we received a Maryland public school Report on the *frank* of the Bureau of Education. Supposing that the "frank" had been misused, we suggested that Maryland was specially favored in having its state documents circulated at government expense. We have since learned that the reports were sent out by Gen. Eaton, because he wished the information contained in them extensively circulated. We recall our criticism.

THE Indiana Medical College, at Indianapolis, has heretofore opened its doors to both sexes, and two ladies have graduated. At a recent meeting the faculty voted not to receive ladies in the future. Most of those who voted against the admission of ladies, explain that they did it on the ground that it is very difficult, in many departments, to lecture to *mixed* classes, and not that they oppose the medical education of women. Dr. R. T. Brown was so incensed at the action of the faculty that he at once offered his resignation as Professor of Physiology.

7. Write the possessive case of the following: *Duke of Wellington, Henry the Eighth, somebody else, Mrs. Hemans, six sheep.*
8. Write the principal parts to the following verbs: *Do, can, go, ought, lay.*
9. What is mood?
10. Give all the forms of the personal pronoun of the first person that may be used as subject; as adjective modifiers; as objective modifiers.

HISTORY.—1. When and by whom was the St. Lawrence river discovered and explored? What was the commercial and political importance of the discovery.

2. When and how was African slavery introduced into the English colonies? In what colonies did it not exist at the beginning of the Revolution?
3. Tell the *time, the cause, and the results* of King William's war.
4. What were the *Alien and Sedition Laws*?
5. When was John Quincy Adams president? What were the important *political* events of his administration? What the relation of these events to the policy of the succeeding administration?

PHYSIOLOGY.—1. Describe the structure and the functions of the skin.

2. What can you say as to the relative strength of animals, as compared with their relative size?
3. Make a table showing the three great classes of organic substances used as food by man, with their subdivisions.
4. Give the reasons why the air in all parts of school houses should be kept pure.
5. What is the office of the Eustachian tube?

THEORY AND PRACTICE.—1. Why should a school room be neat and attractive.

2. How far should a teacher in a common school be guided by the wishes of parents in arranging studies for pupils?
3. What is the advantage of giving young pupils two recesses each half day?
4. What should guide the teacher in determining the length of lessons to be assigned?
5. What are the more common faults of teachers in conducting recitations?

THE Editor of the "Lawrenceburg Register" recently visited the Aurora public schools, and his report is indeed flattering. He says that sup't Frank H. Tufts and his eleven associate teachers, are doing a work that the citizens of Aurora ought to be proud of. The school number about 600—the senior class in the high school numbers 11.

THE Central Normal School and Commercial Institute will change its location from Ladoga to Danville, on account of the superior facilities furnished by Danville. The removal will take place July 5.

AN UNSOLVED PROBLEM IN EDUCATION.

At the recent Southern Indiana Teachers' Association, Dr. Geo. C. Heckman, president of Hanover College, delivered an evening address on "An Unsolved Problem in Education." The following notes, made by himself, were the foundation of his address, and set forth clearly the chief facts discussed:

There are two points on this subject existing somewhere which we are yet to find: 1. What is the limit as to kinds of schools within which education by the State is to stop? 2. What the education in those schools shall be? These points, perhaps, may be covered by these questions: 1. What education may the State require in the citizen? 2. What education may the citizen demand from the State? I have no idea that we are likely soon to agree that we have found those points. Nor do I believe the educator lives who can solve these questions to the satisfaction of a majority as they ought to be solved. As yet the subject is one too much of feeling, too much of theory, and too little of fact and judgment. Some facts, I think, we have about reached: 1. If public education is on the right track, it has only started—it has not gone far enough. It must greatly multiply its schools, teachers, and expenses. All this means heavy taxation. 2. If it is not on the right track, then it must go back. Consistency requires this. This means: fewer kinds of schools; less variety or fewer grades of teachers; lower expenses, though not ill-paid teachers; and less taxation. It will be fatal to education if to remedy existing evils in the system, such as excessive taxation, we should lower the salaries of teachers. I can think of only one evil greater than this, and that is the neglect of positive Bible morality in the instruction. "Poor pay, poor preach," etc. Perhaps it means giving up altogether higher education by the State. But those who are agreed that we ought to go back, not backward, are not agreed as to how far back. This is not the least of the difficulties in the problem of public education.

Such social questions spring up: 1. The right of society to tax property for such education. Has society the right to tax beyond its necessities? Is this higher education a necessity? 2. The effect of heavy taxation. The distribution of property limiting the freehold. The creation of two classes, very rich and very poor. The growth of pauperism. The general distress produced by financial crises.

Another serious question lies in the solution of this problem: Whether our present system of public education is not interfering with important industrial pursuits? It is said, 1. To develop some at the expense or neglect of others. 2. To educate false tastes among the young of the republic. There seems to be a general fear, if not conviction, that this is so. At least two remedies are proposed, just opposite to each other; and leading educators are divided on them: 1. Enlarge the course of education so as to place all industries on a level in our school system. In the matter of expense involved by this scheme, we can form some estimate: (1.) As to practicability—can the money be

raised? (2.) As to utility—will it pay? There are some other questions than expense, that cannot be so easily solved. The state ought not to provide by taxation any instruction in trades, or business, or professions, which the scholar can acquire while supporting himself in it at the same time. 2. The other remedy is to reduce public education to a simpler course of studies. Some say strictly the elementary studies of an English education. The advocates of this remedy say the education thus given is, (1.) A more thorough, practical, and useful education. (2.) All we have a right to demand in citizenship. (3.) All we have a right to tax for. (4.) All the citizen has a right to demand. Now, if any one says: "Thus far you have not given us your own opinion," then I reply: "Thus far this address is a success, for I do not wish to give an opinion." I will, however, come off of neutral ground, if that be necessary, so far as to proffer a possible solution of the question.

The solution is this: 1. The reaction on this great question ought not to be allowed to sweep away our high schools. (1.) It may be, in many cases it doubtless is, true that these high schools have cost and are costing too much. (2.) It may be in many cases, and doubtless it ought to be, that the course of study should be modified. (3.) But then these high schools, when you have said against them all you can, are a great glory to our land, a barrier to vice, a palladium of our liberties, a source of general prosperity, and an engine of civilization. 2. For these and other reasons, large towns and cities are not going to give them up. (1.) They are the pride of our cities. (2.) If the poor cannot demand, the rich and liberal will grant them. (3.) If taxation ought not to provide them, wise Christian beneficence will. Make our public schools, including high schools, preparatory to (private and denominational) colleges. I do not mean this should be their chief aim. Only that this should be one important end. This points to the practicable American University system.

Some of the advantages of such colleges over State colleges or universities. (I would not be understood as arraying myself against our State Universities, now that we have got them): 1. They do not increase taxation. 2. They are delivered from partisan legislation and administration. They are better equipped, having constant support from local and private beneficence, ever accumulating. 4. They are more widely diffused. Reaching and educating more students. Spreading literary culture, as centres. Greater capacity of adaptation to the State as a whole. 5. They maintain a higher scholarship and better discipline. They are positive in their nature; the State college negative. 6. Their positive moral or religious instruction. The necessity of teaching the youth of the republic a morality based on the will of God.

A HINT TO TRUSTEES.—*W. R. Torbert, treasurer of the board of trustees at Brazil, uses the interest derived from the school fund in his possession, in buying books for a reference library for teachers and high school pupils.*

EDUCATIONAL DEPARTMENT OF THE STATE FAIR.

As has been heretofore announced in the Journal, the State Board of Agriculture has organized an Educational Department in the State Fair, and appointed one of its members, Senator W. H. Ryan, superintendent of it. Mr. Ryan has selected the following persons to assist him in organizing and conducting the department: L. P. Harlan, Geo. P. Brown, J. A. C. Dobson, and A. E. Buckley. The committee has prepared the following schedule:

"CLASS A" includes cities having a population of 5,000 or more. 1. Best general display. 2. Best general display in penmanship, in all grades. 3. Best display of final examination papers for annual promotion in all grades, to be judged on the three points of neatness, accuracy, and scope. 4. Best exhibit of drawing as a system. 5. Best exhibit of letter-writing in 4th year grade. 6. Best exhibit of outline map drawing.

"CLASS B" includes towns and cities having less than 5,000 inhabitants. 1. Best general display. 2. Best general display in penmanship in all grades. 3. Best display of final examination papers for annual promotion in all grades, to be judged on the three points of neatness, accuracy, and scope. 4. Best specimens of drawing from any one grade. 5. Best exhibit of letter-writing in 4th year grade. 6. Best exhibit of outline map drawing.

"CLASS C" includes district schools. 1. Best general display from any one county. 2. Best display of writing in any single school, including all classes. 3. Best display of work in arithmetic from any one school, including all grades. 4. Best display of letter-writing from any single school, including all grades that write. 5. Best outline map-drawing from any single school, including all grades that study geography.

"CLASS D"—Special awards, including colleges and high schools. 1. Best collection of botanical specimens by any one school. 2. Best selection of mineralogical and geological specimens. 3. Best collection of zoological specimens.

Special premiums will be awarded to any educational products of superior merit not included in the above.

Also, the representatives of the various book publishing houses, and manufacturers of school furniture and school apparatus, are invited to exhibit their goods in connection with this department.

All premiums are diplomas, and a first, second, and third will be offered for each display, except in class D, where only *one* is offered.

AN effort is being made to take Earlham College out of the hands of the Indiana Yearly Meeting of Friends, and to place it under the care of an association formed of representatives of the Indiana, Western, and Ohio Yearly meetings and the Alumni of the college. If this is done the college will be put on a much better basis than the present one. It is one of the best educational institutions in the West.

NORMAL INSTITUTES.

Prof. T. J. McAvoy and Mrs. M. Haworth McAvoy will teach a normal institute of elocution and penmanship in Indianapolis, to open some time in July. They will give special attention to instructing teachers how to teach.

W. H. McClain and H. G. Woody will hold a summer normal in Kokomo, beginning July 26, and continuing six weeks.

J. P. D. John, president of Moore's Hill College, will conduct a 4-weeks' normal at Moore's Hill, beginning July 15. The library, charts, apparatus, etc., belonging to the college, will be at the service of the normal.

E. H. Butler, B. F. Marsh, M. Bosworth, and Daniel Lesley, will conduct a normal of six weeks at Winchester beginning July 15.

County sup't J. F. Arnold will hold a two-months' normal at Newton, Ill., beginning July 1. He has a class of 75 already secured.

W. H. Sims, Walter S. Smith, and Kate R. Geary, will conduct a normal in Greenfield, beginning July 15, and continuing six weeks. Miss Geary will conduct a normal school.

A six-weeks' normal will be held at Brazil, beginning July 8, by J. C. Gregg, C. P. Eppert, and county sup't P. B. Triplett.

J. E. Morton and Isaac Carter will open a five-weeks' normal at Brookville, July 22.

George F. Bass, of Indianapolis, assisted by B. W. Evermann, of Camden, and county sup't Britton, will conduct a teachers' normal in Carroll county, beginning about the last of July. Teachers of other counties are invited to attend, and then take schools at increased wages in this.

BUTLER UNIVERSITY Scientific Expedition and Summer Tramp will leave Indianapolis June 20, going by rail to Livingston, Ky., then on foot *via* Rock Castle river, Wildcat mountain, Cumberland Gap, and Clinch Gap to Morristown, Tenn., exploring the caves and seining the rivers; thence up the Big Pigeon river, over the Great Smoky and Great Balsam mountains, summits higher than the White mountains, and far more beautiful and wild; thence over the mountains of Chilowee and Nantahala (see Christian Reid's "Land of the Sky") up the Little Tennessee river to Estatoah Falls, through Rabun Gap to Tallulah Falls, the wildest and most beautiful series of cascades east of the Rocky mountains. At Toccoa Falls, Georgia (about July 17th), the party will divide, a portion "marching through Georgia" to collect fishes, the others remaining in the mountains, returning as they please. Objects: Natural History, Health, and Scenery. Directors, D. S. Jordan, A. W. Brawton, and C. H. Gilbert, Irvington.

THE vacancy created at Muncie Academy by the removal of S. D. Lockett to Greencastle, is filled by Mrs. Sarah Irwin, an experienced and able teacher, who enters upon her labors with every assurance of success.

STATE NORMAL SCHOOL.—The spring term of the State Normal School opened with nearly 400 students—the largest attendance in the history of the institution. But few normal schools in the country, i. e.: those that are strictly and exclusively *normal*, have so large an attendance. As the main assembly room will seat but 200, the large hall above has been furnished with desks.

It has been definitely determined to postpone the meeting of the National Educational Association one year. With a rest of one year, the meeting of 1879 ought to be the largest and most enthusiastic ever held. Let's all help to make it such.

BROOKVILLE.—The Brookville high school applied for permission to send students to the State University without examination. The State Board, not being able to get satisfactory information, sent one of its members to visit the school. He reported that not only the high school but all the schools were in excellent condition and doing good work. J. E. Morton is superintendent, and Miss Emily A. Hayward is principal of the high school.

LAGRANGE.—The schools of Lagrange are reported in better condition than ever before. A. D. Mohler, the superintendent, has had charge of them twice as long as any superintendent, and as he is giving good satisfaction at present, the probability is that he can remain after this year if he desires so to do.

INDIANAPOLIS.—The following enumeration of school children for the years named, indicates the steady and rapid growth of Indianapolis:

Enumeration of children for 1870, 13,082; 1871, 14,617; 1872, 15,718; 1873, 16,927; 1874, 19,125; 1875, 20,773; 1876, 21,255; 1877, 22,806; 1878, 25,012.

MITCHELL.—The Editor of the Journal recently had the pleasure of looking through the Mitchell schools. The teachers, with perhaps a single exception, had their schools well in hand, and the work, as a whole, will average well with the work done in other graded schools. R. A. Ogg is sup't, and principal of the high school.

SEYMOUR.—Sup't Caldwell, not long since, spent just one hour in showing us his schools. As we had but about five minutes to a room, we could form no satisfactory idea as to the character of the work done; but as the teachers, as a rule, including the superintendent, are good looking, genial, and jolly we felt that we were safe in taking the rest on trust.

ELKHART.—County superintendent Moury, after visiting the Elkhart city schools, writes an article for the *Evening Review*, commending them in the highest terms. M. A. Barnett is superintendent.

WASHINGTON.—School will close May 31. The high school will graduate its first class, numbering 7. Sup't D. E. Hunter has had the honor of graduating the first high school class in Peru, Princeton, Franklin, and now in Washington.

TIPTON will graduate seven persons from its high school this year.

COUNTY SUPERINTENDENTS' DISTRICT CONVENTIONS.—In the April number of the Journal, brief mention was made of the superintendents' conventions held at Fort Wayne, Plymouth, Lafayette, and Evansville. *At Terre Haute* only five were present. This was the smallest meeting; the interest was good. W. A. Jones, president of the State Normal School, was chairman, and J. W. Milam, of Knox county, was secretary. The meeting at Cambridge City was large, was fairly attended, and was pronounced "good." The meeting at North Vernon, the last of the series, was the largest and most enthusiastic of them all. Twenty-five superintendents were in attendance.

ERRATA.—On page 183, in describing the voyage from Hamburg to Lyons, after the Gulf of Lyons, insert *up the Rhone river*.

METEOROLOGICAL.—The government signal station at Indianapolis, shows the following facts for the month of March: Highest temperature, 72°; the lowest, 23°; greatest velocity of wind, 24 miles per hour; clear days, 6; cloudy, 11; fair days, 14; days in which rain or snow fell, 17; the average temperature for the month, 50.3°, the highest for any March since the signal station was established, eight years ago. Amount of precipitation 1.23 in., the least in eight years.

ORATORY.—It is a noticeable fact that out of four state oratorical contests, the State University has carried off the prize three times. The explanation may lie in this: In the State University "Elocution and Extempore Speaking" come in the regular course, and one entire term is devoted to these subjects. In addition to this "Oratory" is made optional another term. Prof. Hoss, the instructor in this department, takes pride in his work, gives a series of lectures on "Oratory and Orators," that is highly spoken of, has his classes study analytically some of the model orations, and in various ways develops the *speaking powers* of all who join his classes.

THE Executive Committee of the County Superintendents' State Association has decided to postpone the regular annual meeting from June till October 1 and 2, State Fair week.

"THE LITTLE FOLKS," a little Sunday-school paper published by Adams, Blackmer, & Lyon, Chicago, "iz now uzing the nu leterz ov the Speling Reform Assosiashun on Dr. March's plan, viz: nu leterz uzd for thoz that re-zeubl in form, leving the old speling in other respects unchangd. This pruvz tu be won of the best waz ov introdusing nu leterz. No won objects tu it."

THE minutes of the Southern Indiana Teachers' Association, published last month, unintentionally omitted to mention that, on the last evening, Mr. Noble C. Butler read an excellent paper on "Intellectual Living," and that Dr. Chase, of Louisville, discussed it in an interesting manner.

THE Board of Trustees of Vincennes University, after spirited competition, adopted a plan for their new college. The building will be of brick, with stone trimmings, three stories high, with Mansard roof and tower. All the very latest improvements in such buildings will be introduced. The structure will cost \$20,000.

THERE will be a very complete exhibit of drawings from the public schools of Indianapolis at the coming exhibition of the Art Association. If the citizens of the State could see the class of work which is being done here, it would go far towards overcoming the prejudice against a very useful and important branch of study.

THE Indiana School of Art, under the direction of J. F. Gookins and W. Love, is growing rapidly in the popular favor. It has a fine class of pupils—about fifty—and they are doing some creditable work in drawing, painting and modeling. To enable the teachers of the State to avail themselves of its advantages, during the summer vacation a special arrangement will be made adapted to their requirements, and a very low rate of tuition will be offered.

1524 is the number of students enrolled at the Valparaiso Normal School this term. Quite a little army, this.

PERSONAL.

J. H. SMART, Sup't of Public Instruction, accompanied by his wife, will sail for Europe, May 11. His ship is the *Devonia*, of the Anchor line. He expects to visit Scotland, England, Belgium, Prussia, Switzerland, Italy, and France. Of course he will spend some time at the World's Exposition, at Paris. He expects to return about the first of August.

Geo. I. Reed, editor of the *Peru Republican*, president of the Peru School Board, and former superintendent of the Peru schools, has received the Republican nomination for joint Representative between Miami and Howard counties, and is certain to be elected. He is a hard worker and will make an influential member. The schools could not ask for a better friend.

Milton Garrigus, superintendent of Howard county, has received the nomination for Senator from Howard and Miami counties. His nomination is almost equivalent to an election. The schools will have in him a tried and true friend.

Prof. Hussey, of Purdue, with a class of about twenty, will make a scientific excursion to the Mammoth Cave, starting the latter part of June. They will take a little steamer at Lafayette, run down the Wabash to its mouth, up the Ohio to the mouth of Green river, up Green river to the neighborhood of the Cave.

Ora Nixon, formerly a Marion county teacher, is now teaching in Hempstead, Texas. She reports the public schools of Texas as being very ineffective, but commends highly some of the private schools she has seen.

Henry Domer, of Goshen, has accepted the superintendency of the Dunkirk (O.) schools for next year.

W. H. McClain, principal of the Kokomo high school, will spend a part of the coming summer vacation in Kansas.

Capt. H. A. Ford, editor of the South Bend Daily Register, and formerly of the Indiana Northern Teacher, will make a few engagements this summer and fall for himself or wife, Mrs. Kate B. Ford, or both, for normal and institute work in this State.

E. F. Ballou, of South Bend, has a lecture on *music* that is highly indorsed.

John B. Peaslee, superintendent of the Cincinnati schools, was married to Miss Lou Wright, of Cincinnati, April 28, 1878. The Journal extends congratulations.

E. H. Butler has been engaged for another year at Winchester.

MEMOIR.—John W. Thornburg was born in Delaware county, Indiana, August 21, 1846, and died at Hartford City, Indiana, April 5, 1878. He early qualified himself for teaching, and, at the age of 19, commenced the work that he chose for his life's labor. He rose so as to take rank with our first class teachers. He literally wore out in his work. At the age of 18 he enlisted in the service of his country as a soldier, and in a few months, the strife being over, he was honorably discharged. He united with the M. E. Church at the age of 21, and ever remained a faithful member. He was a man of remarkable cheerfulness and strong hopes, and when death came he was ready.

BOOK TABLE.

SMEATON'S ETYMOLOGY. New York: Scribner, Armstrong, & Co. Western agent, O. S. Cook, 63 Washington st., Chicago.

We are glad to know that the *study* of English is gaining ground in our high schools and colleges—that the old custom of requiring students to spend years on the study of the dead languages, and not a single term in the *study* of the English language, is becoming obsolete. This little book comprises the principal roots of the English language and their signification, with examples in English and French. It is arranged in four parts: Latin, Greek, Saxon and other languages, and proper names. Such a book should be used in every high school.

BOOK-KEEPING, Single and Double Entry, by A. B. Meservey, Ph. D. Boston: Thompson, Brown, & Co.

This book is the shape and size of an ordinary library book of 150 pp. It is a plain, simple, practical manual on the subject. It contains all that is necessary to carry on ordinary business, and is well adapted to use in the higher grades of our public schools. The author has been a practical teacher for many years, and has recorded in the book the results of his experience. The publishers have done their part in an attractive style.

DAVIES AND PECK'S United Course Complete Arithmetic. New York and Chicago: A. S. Barnes & Co.

This work contains 330 pages, and is what its name imports—a "Complete Arithmetic." By eliminating all superfluous matter and presenting the essential principles in a logical and concise manner, the entire ground is covered in a very satisfactory way. The book is the result of the best efforts of the two well known and eminent mathematicians.

SHAKSPEARE, edited by William J. Rolfe. New York: Harper Brothers. J. M. Olcott, Indianapolis, agent for Indiana.

This edition of Shakspeare is published in small volumes, each containing but a single play, together with its history and extended critical notes. The history and notes are full and very helpful to students. The text is according to the most approved authorities, and in beautiful type. The form is the most convenient possible, and might properly be termed a pocket edition. The last play published is Henry V. All lovers of Shakspeare, the acknowledged master of the English language, will thank the Harpers for this excellent and cheap edition.

SUPPLEE'S TRENCH ON WORDS. New York: W. J. Widdleton.

It has been more than a quarter of a century since Dean Trench's lectures "On the Study of Words" were first given the public in book form. The work has been extensively read, but as it was illy adapted to school-room use, it has never been used much as a text-book.

The editor of the late edition has revised the text, given an exhaustive analysis, added a set of questions for review and suggestion, and at the end of each lecture has added a list of words illustrating its various topics, and inviting original research.

TOWNSHIP AND TOWN OFFICERS' GUIDE FOR INDIANA, by Francis Atkinson. Cincinnati: Robert Clark & Co.

This book is what its name implies. It gives a summary of the laws governing townships and towns in this State, with instructions and forms for the guidance of all town and township officers in the discharge of their official duties. The powers and duties of these officers are defined in such a way as to be easily understood. Full and complete references are given, and the index is so arranged that any subject may be easily referred to. It is certainly a valuable book for those for whom it was prepared. The author is a lawyer in Lawrenceburg, this State.

THE WESTERN, which has been published for several years past as an educational monthly of a high order, has changed to a bi-monthly literary magazine. The number for March and April contains over 140 pages of reading matter, all of high literary character. H. H. Morgan is the editor; G. I. Jones & Co., St. Louis, publishers. Price, \$3.

"MATHEMATICAL VISITOR" is the name of a yearly magazine published at Erie, Pa., by Artemas Martin. Price, 50 cents. To those specially interested in mathematics, this will be of interest.

THE ATLANTIC MONTHLY is one of the standard magazines of the country. The publishers, H. O. Houghton & Co., of Cambridge, Mass., have issued large, beautiful, and finely executed portraits of Longfellow, Bryant, and Whittier, which they sell to subscribers to the Atlantic at \$1 each. The portraits are very fine, and richly worth the money.

BUSINESS NOTICES.

THE INDIANA SCHOOL OF ART, INDIANAPOLIS, IND.

Affords thorough instruction in the various departments of Art and Art Industry.

Able and experienced instructors give careful attention to the advancement of each pupil. The course of instruction comprises Free Hand Drawing, Machine and Architectural Draughting, Perspective, Artistic Anatomy, Design, Sculpture, Figure Landscape, and Decorative Painting, in Oil and Water Colors, Engraving, Lithography, Ceramic Art, and Wood Carving.

The School is located on the third floor in Fletcher and Sharpe's Building, on the south-west corner of Washington and Pennsylvania streets. Easy access to the rooms by stairway and elevator on Pennsylvania street.

Students are allowed to devote themselves to a single line of study, or to combine as many branches as they choose. The hours of instruction are from 9 A. M. to 5 P. M., six days in each week; evening classes are also instituted.

A fine collection of antiques has been procured, and good models in historical costume, etc., are furnished for the Life Classes. Neither pains nor expense are spared to make the school most practical and thorough, so that pupils may become well grounded in principles and methods of art work.

SPECIAL TO TEACHERS.

Special rates and inducements will be offered to teachers who desire to attend during the summer vacation. For further information, address the Secretary of Indiana School of Art, Indianapolis.

The Indiana Art Association has been organized under the direction of, and in connection with Indiana School of Art, and will open with a grand reception Tuesday evening, May 7. Many fine paintings have been secured for the first exhibition, which will be continuous for a term of three months. Among them is the celebrated painting by Elkins, of Chicago, "The Thirty-Eighth Star," which has attracted so much attention wherever exhibited, and for which \$15,000 has been refused by the artist.

WE wish very much a few May Journals for 1877. Any one sending us a copy will have the time of his subscription extended one month.

THE SCHOOL JOURNAL MAP OF INDIANA is the last as well as one of the most correct maps of the State published. It is 27x36 inches in size—abundantly large for all ordinary uses in the school-room or elsewhere—shows the counties in different colors, bounds all the civil townships, locates correctly every railroad in the State, and gives the names and location of nearly every post office. In short, it is a very complete map, gotten up in good style, on heavy map paper, and can be sold at the remarkably low price of *one dollar*. Who would be without a map of his State when a good one can be had at such a rate.

 *Agents wanted in every township.* Address W. A. Bell, Indianapolis, for circular and terms.

Prepaid Samples. Metric School Register, containing a complete Daily and Examination Record in one book of 80 pages, 21x35 cm. for 67 cents. Class Meter, a tenfold rule, 6 cents. Metric Manual, 64 pages, 15x10 cm., best book for Teacher, 22 cents. (Unbound Edition, 11 cents.) School Meter, 73 cents. Best Metric Chart, \$1.62. 100 sheets, 12½x20 cm., 2½ K. Metric paper, 26 cents. 50 Metric Envelopes, 13½ cm., white, 16 cents. Correspondents may save from 10 to 20 per cent on their periodicals by ordering through us.

H. S. McRAE & Co., Muncie, Ind.

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THE BEST ROUTE EAST is by the Pan-Handle and Pennsylvania Central. The route goes to New York City *via* Pittsburg and Philadelphia, and is one of the quickest, safest, and cheapest lines that can be taken. The mountain scenery of the Pennsylvania Central is not surpassed anywhere for beauty and variety. The noted Horse-shoe Bend is on this road, and is well worth traveling many miles to see. Persons going to Europe, or simply going to the Eastern coast, would contribute to their own pleasure and convenience by taking the Pan-Handle route.

IMPORTANT ANNOUNCEMENT.—The Central Normal School and Commercial Institute will remove from Ladoga to Danville, Hendricks co., July 5th. Cause: Inadequacy of the buildings at Ladoga to accommodate the wonderful growth of the Institution. Danville furnishes commodious buildings.

JOHN J. PADRICK, a graduate of the Indiana State Normal School, Class of '75, will engage to do institute work during the coming summer. Address him, early, at Fountaintown, Shelby county, Ind. Refer to Superintendent J. Campbell, Perrysville, Vermillion county, Ind.

The School-room Test Applied to **HARPER'S GEOGRAPHIES.**

From S. W. MERRITT, Prin. of Grammar School No. 22, N. Y. City.

Harper's School Geography has been in use in our school over a year—the Introductory, about four months. We consider them the best books on the subject we have ever used. They are clear, concise, logical in arrangement, full without redundancy, and very pleasantly written. The salient points of the subject have been seized by a master's hand, and so presented as to both charm and instruct the pupil; while the teacher is enabled to enjoy the satisfaction of feeling that he is proceeding on scientific principles, and that his labor is not in vain. Teachers can put these works into the hands of their pupils with the firm assurance that all that is worth knowing on the subject can be mastered in a reasonable time—a matter of no little importance, when it is considered how much there is to be done in the school life of the average pupil. Printed and illustrated in the highest perfection of art—the maps being especially beautiful and clear—they have the additional merit of great durability; the paper being very substantial, and the binding superior to that of any geographies we have ever used: books in use a year show no signs of giving way, and are as firm as on the day they were put into the hands of her pupils—a matter well worthy of consideration.

From J. H. MARTIN, Sup't Schools, Franklin, Ind.

After using Harper's Geographies in our schools since last September, I am free to say, that while we anticipated good results from our previous examination of the books before adopting them, we have realized better results than the most sanguine of us anticipated. The teachers are unanimous in pronouncing the series an exceptional success.

The Introductory Geography is so well adapted to its place in the amount of work, the kind of work, and the methods of the author as to give eminent satisfaction wherever it is fairly tried.

From H. B. HILL, County Superintendent of Dearborn County.

Harper's Series of Geographies have been in use in Dearborn county for more than a year, and, since their first introduction, have had no rival in our common schools. They have given the greatest satisfaction, both to teachers and pupils. Especially do we commend the primary work. Children are delighted with it at first sight, and the study of Geography becomes to them a pleasure rather than a task. We do not hesitate to pronounce Harper's the best Geographies now in use.

From J. C. GREGG, Superintendent of Schools, Brazil.

After using Harper's Geographies in our schools for six months, I desire to make the following statement: I have used four other series of Geographies at different times as a teacher, but I prefer Harper's to any of them.

1. Because of their cheapness, they having only two books in their series, while others have three or four.

2. Because the work is so admirably arranged for the pupil and for the teacher. All of our teachers are delighted with them.

3. Because the maps are so well executed, the map questions so clear and direct, and the matter of each lesson is so well selected and arranged.

4. Because these books are not filled up with minutiae that no pupil ever can learn or ought to learn; and not least, because the typographical appearance of the books is so excellent.

 *A Complete Course in Physical and Political Geography is presented in Two Books.*

For Introductory rates address

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J. M. OLCOTT,
Indianapolis.

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INDIANA SCHOOL JOURNAL.

VOL. XXIII.

JUNE, 1878.

No. 6.

HOW TO SECURE THE CO-OPERATION OF PATRONS IN SCHOOL WORK.*

S. D. CRANE, Sup't of Lagrange County.

IT is very essential to our success in any undertaking that we should know first precisely what we want to do, and second, how to do it. What we desire to do now is to secure the co-operation of patrons in school work. Every superintendent, every school officer, and every teacher in our land is very desirous of securing this result, for without it school work is a drudge, teaching a misnomer, and school government a riot. Hold, fellow teachers, just a moment, while I portray to you a school (can we call it a school) without this co-operation. How is the teacher to secure proper books for the pupils? How will he prevent tardiness? How will he govern? Yes, how will he govern? Bedlam let loose upon earth; he cannot do anything without this co-operation. And now co-workers—fellow superintendents, what can *we* do without this much needed co-operation? How can we hold our *examinations*? How can we *grade our country schools*? How secure the *carrying out* of the rules and regulations of the County School Board, and our *suggestions to teachers*? How can we make our *visits* to the schools really *effectual* without this co-operation? Verily, gentlemen, we can do nothing, either, without the assistance of patrons.

* Read at the Fort Wayne meeting of county sup'ts in April, 1878.

Having endeavored to fix on your minds the necessity of this co-operation, I will next try to present some methods of obtaining it. Before, however, we can secure the aid of patrons, we must gain their attention; we must get them interested; we must make the schools worth something to them, and we must make them see it, and *feel* it, and *know* it. And right here, underlying this whole subject, and forming the substratum upon which the whole rests, is that of *better teaching*, better school work, better results. I ask you, fellow laborers, this all important question, "How many pupils have you fitted out in your district schools—how many have been disciplined, taught, trained there, so that when they left the school hall to return no more as pupils—they possessed a *good common school education*? From the almost countless hundreds who have been recipients of the magnificent bounty of our commonwealth through its most excellent system of common schools, firmly incorporated into our life as a State, generously provided for and wisely planned by our fathers, there is only now and then one who receives the full measure of what is in store for nearly all. When we shall have more thoroughly systematized and organized our forces, and shall have vitalized, invigorated, energized, and given *more* and a *better quality* of brains to the whole teaching force of our noble State, the good results will be multiplied tenfold. We begin right here, then, superintendents, by saying to you, work through your institutes and normal schools to improve your teachers; give them more *teaching* capacity,—more ability to teach principles and less machine grinding, and they will become the leaven that will permeate the whole. Too many of our teachers are a libel upon the profession—they are not *leaders*—they do not hold a *controlling* influence in their districts; why, the patrons lead *them*. How will such teachers ever inspire patrons with an interest in the work, when they possess none of it themselves?

The Public Press.—One very important means for securing the co-operation of patrons is the Press.

Teachers and superintendents should make an extensive use of this. I have been able to do more through this medium for the advancement of education and the progress of thought, in the improvement of methods, and of school facilities among the common people in Lagrange county than in any other way.

In visiting schools reference was made weekly through the county papers to the bad condition of houses, apparatus, out-houses, school yards, etc., whenever such a bad condition existed, and also a word was given by way of commendation whenever I found school houses and other facilities in a good condition, until a general interest was created, and a public sentiment secured in favor of improvement that finally obtained such a desideration, that now, instead of old tumble-down school houses, with little or no apparatus, we have, in nearly every district, good, commodious buildings, well furnished, and supplied with good apparatus and appliances for teaching school. The value of the press, in this direction, we cannot afford to ignore, and I add, right here, that every county superintendent should, if he can get such permission, conduct an educational column in his county papers. Teachers may also invite the attention of the public to the progress of their schools, the standing of the pupils and their deportment, and thus stimulate a public sentiment in favor of the good and the true, secure the co-operation of patrons, and thus be enabled to roll on the educational car with greater speed, more facility and vastly better results, through the same medium. Try it.

Township Teachers' Institutes may be made an effectual means by changing them in the township from place to place, advertising them through the county papers, and so arranging the programme that it will be diversified, and contain a list of topics some of which are of general interest, while at the same time they bear directly upon and have a clear connection with educational matters, so that the people attend and, becoming interested, will aid in forwarding the work. I recommend this as an effectual means, but have this to say, that if you have allowed your institutes to become a dead letter, if their life has gone out and they have become a drag, it will be impossible to make such a use of them until they are invigorated and fired with a zeal for progress and thorough work. On the contrary, their tendency to death will have a bad result upon the patrons, and they had better not come. I have seen notices in papers from adjoining counties that the institutes had outlived their usefulness in some townships; such, however, is not the case in Lagrange county.

School Examinations.—I think it is a good plan to hold oral

examinations occasionally, to which the patrons are invited. Have the questions well prepared beforehand, call out your classes and give them an oral examination in the presence of the patrons. Of course, parents will find out in that way whether their children have been making progress or not, and if not, will want to know the reason why. If the fault is in the pupil, most parents will endeavor to have it corrected; but if the fault is with the teacher, you say, that will be discovered also. There is always too much error taught in the schools through the faults of teachers, and it is high time they were corrected. The school in Lagrange has had such examinations this winter with very satisfactory results. The patrons came out *en masse*, and the pupils, spurred on by their presence and sympathy, studied as they had never before. In conversation with Professor Mohler, who had charge of the examinations, I learned that these examinations were conducted not with reference to making a display of the pupils, but with a desire to test their knowledge of the work done during the past year, and that by this means he had secured the co-operation of patrons to an extent vastly greater than ever before.

Monthly Reports to Patrons.—Much has been said concerning reports, red tape, etc.; but, nevertheless, I am of the opinion that, if the system of reporting is properly arranged, it works well. A report that shall show the standing of each pupil in the various studies during the term, with the number of absent and tardy marks, together with the general deportment of the pupil, will do good. It needs also to be so arranged that it would require the signature of the parents or guardians, and then be returned to the teacher, until after the last month, when it should be given to the parents or guardian. This report should be copied into a book kept for that purpose, and left with the record of the school for the succeeding teacher. The securing of the parent's signature and returning the report to the teacher each month calls especial attention to the matter, and prevents the pupil from destroying the report before showing it to his parents. I think that if each trustee would furnish his teachers with blanks for that purpose he would find, in a short time, less fault-finding, better attendance, less tardiness, better and more interest on the part of patrons, and all concerned in the schools.

(*Conclusion next month.*)

OAKLEY AND CLEARBROOK.—X.

"CHARLES WACKFORD."

LETTER XII.

OAKLEY, INDIANA,
March 3, 1877.*My Dear Cousin Fannie:*

Your questions in geography so pleased Kate that she persuaded me to exhibit them to Mr. Gibson. After examining them he said they were good enough for the whole school to work upon; he therefore places them on the blackboard one or two at a time and gives us a day to work them up, and then spends fifteen minutes in taking our answers and hearing what we have to say. So you see that you and Miss Claxton have been preparing work for us. Well, we shall not complain, for we are interested in it, and it is a relief from the regular daily work. Mr. Gibson says it is making our knowledge of geography practical. We find that some of the business men in town can give us a great deal of information that we cannot obtain from our books.

Mr. Gibson is teaching some of us how to spell words that frequently give us trouble. My trouble has been to determine whether "expense" or "expenche" is correct. He noticed that I spelled the word both ways, sometimes using one and sometimes the other. He therefore said to me, one day, "Helen, look in the dictionary and tell me how to spell expense." I did so, and he then told me to write it on paper very carefully. When this was done, he asked me to spell the word from the paper; he next told me to fold the paper and put it away in my pocket. In half an hour he asked me to take out the paper and see how to spell expense. After I did it he told me to return the paper to my pocket, and whenever I put my hand in and felt the paper, to spell the word and then look at it and see if I had spelled it correctly. I have been carrying it now about a week, but I have not misspelled the word since I put the paper into my pocket. Cousin Charley has found out

my secret and is making use of it in learning a declamation. Instead of studying it from a book he has copied it on paper and is carrying it in his pocket. He reads it over the saw-buck when he is tired sawing, rehearses it to the cow, and preaches it to the chickens. He became so animated in his sermon last night as to frighten the chickens off the roost, one result of which was an edict, issued by Aunt Laura, somewhat abridging the freedom of speech in the hennery.

Last week we had a very pleasant afternoon in school, and one that I think we shall all remember with pleasure. It was the 22d of February. For two days we had been reading all the old histories and lives of Washington that we could find to be ready to answer all the questions that could be given us about Washington. We had regular recitations in the morning, but spent the remainder of the day in celebrating the anniversary of the birth of Washington. In fact, we commenced getting ready for it the day before. In our room we had this motto, in evergreen, on the wall:

“Lives of great men all remind us,
We can make our lives sublime,
And, departing, leave behind us,
Foot-prints on the sands of time.”

Miss Alice Baker's room had—

“FEBRUARY 22, 1732.
GEORGE WASHINGTON.
DEC. 14, 1799.

The motto in Miss Carrie Beckwith's room was very simple, and every one said very pretty. It was this:

“THE GOOD, ALONE, ARE GREAT.”

Pictures of Washington and his family, and of his home, and of the other presidents adorned all the rooms, and flags, large and small, were streaming from every window, and a large one floated from the top of the Academy.

After the children in all the rooms had told all they could about Washington, some additional facts and stories were related by the teachers. Mr. Gibson told us that the record of Washington's birth states that he was born February 11, and not

Feb. 22. We thought it strange that the 22d should be celebrated instead of the 11th, but when the explanation was given we were satisfied. If you do not know the explanation, you may ask Miss Claxton. After our exercises were completed all the children were marched through all the rooms, and then all were allowed half an hour to look at the pictures and other ornaments. We had a large number of visitors, and they all seemed to enjoy it as much as the children. In the evening we had a few tableaux and a social. Here are the names of the tableaux: "The Hatchet," "The Surveyor," "The Raft," "The Family," "The Delaware," "Valley Forge," "Yorktown."

Our present term will close on the 30th of March, and the spring term will open on the 2d of April. We will have an exhibition at the close of this term,—seven of the girls in our class will have a dialogue which Mr. Gibson wrote. I wish you could be here to enjoy it all.

With much love for you all, I am, as ever,

Your affectionate cousin,

HELEN S. BARR.

LETTER XIII.

CLEARBROOK, INDIANA,

March 14, 1877.

My Dear Cousin:

I can hardly wait to tell you the news, but I suppose I must begin my letter properly, therefore, "Yours of the 3d was received, etc., etc.," and I now seat myself to bring this correspondence to a close. I have enjoyed it and I hope you have also; but our school will close the day after to-morrow, and Miss Claxton will not remain any longer. She is to visit her friends at Knightstown and Cannelton for a few weeks, and then go to California and teach, where she will get a salary of \$1000 a year.

Papa says I must go to school this summer, and we are all of opinion that Oakley Academy is the place for me. Tell Kate I am coming, and that I expect to be a member of the seventh grade, and shall do my best to help turn "The Grindstone"—no, what is it? O, yes, "THE WHETSTONE."

Mama and I expect to be in Oakley on the 27th or 28th. We shall, therefore, have the pleasure of attending your exhibition.

With much love,

I am yours till I come,

FANNIE STOWELL.

NOTE FROM THE AUTHOR.

Dear Reader: In closing this series, permit me to say that if you are a teacher, I hope you have found in these imperfect sketches something common to your own experience. It is not claimed that what has been done in these schools was always the best thing that could have been done; but it is true that the experience of these teachers is taken from Indiana schools,—some of many years ago; others quite recent, and in each case with the results here indicated. The author has a map of the Clearbrook neighborhood, with all the farms, houses, roads, streams, etc., but no such place can be found either in or out of the state. Yet a dozen neighborhoods have set for the portrait of “District No. 7, Jackson Township.” There is no such post office as Oakley in the United States, but twenty villages can show the “Oakley Academy” under as many different names. Helen, that had a birth-day party at “sweet sixteen,” Helen, “The Spartan,” and Helen, the high school girl, have been very different individuals, and, indeed, never saw each other; but the experience of Helen Barre has been true in many places in Indiana. I cannot tell you about the Fannies, and Kates, and Charleys, and the scores of teachers that have furnished the experience of Carrie Beckwith, Alice Baker, Anna Claxton, and H. T. Gibson, but I can assure you that the experience related is true, and one secret of the success of all is the fact that *they loved the work they were doing.*

And now, kind reader, with the sincere hope that these letters may prove serviceable to some one, I take my leave of you, and once more subscribe myself,

Sincerely your friend,

“CHARLES WACKFORD.”

MAY 1, 1878.

READING GREEK AND LATIN AT SIGHT.



By JOHN E. EARP, Ph. D.

THE most prominent studies in the early history of modern education were Latin and Greek. Mathematics first claimed a co-ordinate rank. Now, science, history, modern languages, and other branches, hold a place equally honorable in the college curriculum. There was a time when Latin was the vernacular of scholars in all the countries of Western Europe, and Greek was spoken with ease and elegance. In Germany most scholars are even yet able to speak Latin, and Greek is read at sight not only by teachers but by most persons of a professional education. In England, at the universities, much attention is given to composition in these two languages.

In proportion as other branches rise in dignity and importance, the time devoted to the classics must, of course, become less. The thoroughness with which they were pursued a hundred years ago, is out of the question. To attempt to do all that was then accomplished is impossible. What shall be done? To this question there are six answers:

1. We may learn to read.
2. We may learn to write.
3. We may learn to speak.
4. We may learn to translate.
5. We may learn the grammar and philology of the languages, and the history, mythology, and customs of the nations which spoke them.
6. We may do a little of all these things, or of some of them.

Here are six distinct objects which we may place before us. To accomplish any of the first five thoroughly, will require that all the others will be dealt with only in an elementary manner. One of them must be made the chief end in view. The time allowed in an ordinary course of study will not permit more.

In most schools the usual course pursued is to lay a pretty thorough foundation in grammar, teach a little composition, antiquities, and geography, and translate as much as can be done. The result is not altogether satisfactory: more, it is quite unsatis-

factory. Enough grammar, antiquities, and geography are acquired, but the student, on graduation, feels dissatisfied because of his inability to read in these languages with sufficient ease to be pleasurable. To most college graduates, the literature of Greece and Rome, though rich in treasures as the mines of Golconda, is a sealed book, except as he has access to them through translations. Most men who learn to read Greek and Latin with ease, learn it after they leave the schools.

It is the opinion of many persons, and the writer sympathizes with the view, that it is time to give the question of methods and views in the instruction in these two languages an overhauling, with a view of seeing whether there be not room for improvement. Methods of instruction in the lower schools are subjected to thorough scrutiny, and inestimable good is the result. Why not test the method of higher instruction?

The stand taken by the Boston University, and by a number of eminent teachers who have recently expressed themselves in various publications, has called attention to what is called "reading at sight." By this is not meant that a person shall be able, in all cases, to take a book and read Greek and Latin as he would a page of English, but that he should be able to read them more or less rapidly without relying for help upon grammar or dictionary. It is claimed, and with reason, too, that after one has acquired an elementary knowledge of grammatical forms and the idioms of the language, together with a vocabulary of perhaps a thousand words, his whole strength should be employed in learning to read easy authors until he can do so with ease and interest. After that has been done, it will be time to enter into the more thorough study of philology, antiquities, and archæology. Says Dr. Warren (Fourth Annual Report of the President of the Boston University, p. 8.): "The years hitherto spent in so many schools in memorizing philological disquisitions and tabulations miscalled grammar, must be given to the original texts. The pupil must be emancipated from his slavish bondage to the lexicon, and enabled to enjoy the author to whom he is introduced. It can be done. The same labor which has enabled so many a lad to repeat a book like Andrews and Stoddard's Latin Grammar from end to end, would, if rightly directed, enable him not only to read, but also

to recite from memory, intelligently and with relish, whole orations from Cicero, or whole books of Virgil."

According to this view of teaching the ancient languages, the chief aim in the first years of instruction is to teach the pupil to read with readiness. Something will be learned at the same time of whatever else is usually connected with these studies, but to read is the main thing. And until the student can read easily such authors as Xenophon, Cæsar, and Virgil, it is too soon to enter upon extensive and thorough work in grammar, philology, or antiquities. Certainly the pupil who can do this will hold in higher esteem his acquisitions, though he do but little else, than he who is a thorough master of grammatical and idiomatic niceties, and can only grind out by hard labor, with the aid of the lexicon, at the rate of three or four pages per hour.

There is no question but that this can be done; that by this plan the candidate for the Freshman class in college, which implies two years of preparation, can read the whole of Virgil, Sallust, the Anabasis, and authors of that grade of difficulty, almost wholly without the use of the lexicon. How this method is to be carried out cannot be explained in detail in the space allotted to this article. A hint at the method may be gained from the following suggestions abridged from a paper on the subject by an eminent teacher:

1. Read each sentence in order through to the first full stop, aloud and in the original.
2. Repeat this reading, if necessary, once or twice, beginning the after readings not at the first point, but at the first of the sentence.
3. Determine the meaning of new words by analysis, i. e., by trying to discover the root or some intermediate stem or stems, from which they are derived.
4. If the meaning of a word cannot be determined in this way, carry it boldly to the end of the sentence and infer, if possible, its meaning from the context.

After this has been faithfully done, it is time to use notes and lexicon for whatever difficulties may remain. The great thing is to lead the pupil to depend upon himself and not upon extraneous helps. By so doing he will soon become wholly independent of them.

INTELLECTUAL AND SOCIAL CULTURE NECESSARY FOR TEACHERS.

THE public mind is at last awakening to a realization of the truth that the vast army of teachers employed in our common schools need something *more* than a mere knowledge of the different branches which they are required to teach.

We say *common schools*, because we write in the interests of those schools, believing them to be "the hope of our country," their improvement and success "its glory and crown," and that to promote their improvement and secure their success, the teachers engaged in them *must* be *thoroughly intelligent*, and *cultivated ladies* and *gentlemen—polished*, if you will, so that you conceive the best sense implied by the use of the word.

Parents, country-born and bred, are beginning to ask for their children something beyond the instruction that too many of our teachers are capable of imparting—something which shall save them from the painful embarrassments which have trammelled their fathers and mothers, and place them at their ease, wherever they may be.

We know that "girls will be girls," and that boys must "sow their wild oats," in speech and manners, as in morals—or *im*-morals.

"But when I became a man, I put away childish things." And the child becomes a man or woman when it assumes the duties and responsibilities of an adult. The youth who is old enough to be trusted with a school, is old enough to grasp the "essential elements" of the highest success that skill and experience can attain. A failure to do this cannot be excused by lack of years, any more than by the plea too frequently offered, especially by teachers in country and village schools, that their patrons will not permit modern innovations in the form of general mind and manner culture.

A long itinerancy in remote districts has proven to the writer the folly of this defense, while no less experience in town and city schools has demonstrated an almost universal need among teachers for a *cultivation* and *command* of *themselves* which shall make them and their pupils at home among the most finished surroundings of mind and matter.

That the "dividing line" of social distinctions in cities so often excludes teachers from circles which should open wide to receive them, is not *all* "the fault of society." The *law of compensation* is valid here, as elsewhere.

Let teachers arise in the power of their honest hearts and clear minds, and by resolute effort for *intellectual* and *social culture* prove their determination to *enter*, their ability to *adorn*, the *best society* on their continent. And the *best society*, in some places, *is*, and in others is *not*, the most fashionable. But it is *always* that which has the purest moral and religious action, the widest intelligence, the most refined manners, the happiest homes. And to extend and perpetuate such society the children now in school should be educated. Can it be done by teachers who observe neither mood nor tense in their language, and embellish all their conversation with *slang*; who have confined their labors and travels within their own county, their literary researches to their school text-books, the county paper, and occasionally a volume of Mrs. Holmes or Mrs. Southworth, or, perchance, one of the inimitable *dime novels* that will stray to obscure points? The query may be set aside as too absurd for consideration. Teachers who honor their profession and would have it stand out before the world "without spot or blemish," bow their heads with shame and indignation that it must be blotted and desecrated by those whose "Too thin," "How's that for high," "Shut up," "Don't tear your shirt," "Save your bacon," "Cut thunder," "Been there myself," etc., etc., are no occasional "slips of the tongue," but a *practice* so habitual as to be almost unconscious to these "blind leaders of the blind;" while the equally unconscious "had saw," "I seen," "had went," "awful glad," "so tickled," "most principally," "I 'lowed," "is that so?" "you don't say," and numerous other inaccuracies and platitudes are sandwiched through the very table-talk of teachers who have written correct answers to the per cent of questions entitling them to a license for eighteen months or two years. What can be expected from such resources, in the way of a wider culture, for the children before whom they appear from day to day, as being examples in all good things, as well as teachers of "the common branches?"

Their pupils "ask for bread, and they give them a stone," with which to build the wall that inevitably shuts them off from

the broader views, with their pleasing aspirations, and "small, sweet courtesies," which make life rich, with a comfort of mind that has nothing to do with *wealth*; while, from beyond the wall, eager ears catch an echo of voice-sounds, to which the "please" and "thank you," marking the boundaries of civility, are only a far away prelude.

Each echo reaches a chord in the heart, capable of deep and long vibrations to the touch of a cultured hand. And, dropping all figure of speech, the hand, head, and foot, with all their muscles, should be cultured, trained into an ease and grace that will divest their movements of the garments of awkwardness and self-consciousness. The imitative faculties of children will soon copy the light step, the gentle inclination of the head, the sweeping motion of the arm, together with the subdued tone and well chosen words, if only in mischievous mimicry, until the practice becomes a habit; while the timid maiden and beardless boy, just poised on the threshold of "*society*," are ever making new entries upon their tablets, to be turned to account in the busy hum of recess, the longer noon-time hour, or the homeward walk, or at the next youthful gathering. We know that this is true, and would have the *example* worthy of such an effort to imitate, as would alone be a vigorous intellectual discipline.

Culture is the plant grown from the seed of thought; the intellect, the garden in which the seed is sown. Master gardeners have furnished us the "wherewithal" our gardens shall be prepared, and seeded, for abundant and gigantic growth in inward and outward life. They bid us "be up and doing." Are we to fold our hands and moan, "You have waked me too soon, I must slumber again," or, are we to arise *now*, saying unto ourselves, "In the morning sow thy seed, and in the evening withhold not thy hand," from any effort at self-improvement that may enable us to elevate our pupils to a higher manhood and womanhood? And if we pause to ask, "What shall the harvest be?" we need only take a "long look ahead" to see an aftermath "white for the sickle," unscorched by the blushes, uncrushed by the feet of those who have learned of us to tread noiselessly "the straight and narrow way" of intellectual and social life, without painting the young cheeks with their heart's blood, or trampling each other beneath their feet, in a headlong

rush away from themselves and society. We have only to *listen* with "the spirit and the understanding," and the story of the "faithful steward" is repeated through unnumbered ages, and the glad "Well done" is made wholly our own. PHILOM.

EXTRACTS FROM THE REPORT OF N. Y. CITY SUPERINTENDENT.

READING.

Sup't CALKINS says: "Reading is a subject which must necessarily continue to occupy considerable attention of teachers through each grade of the course of instruction, as it has done since the first school was opened. It is universally acknowledged to be an indispensable branch of education, without which all other subjects of school instruction would be of little value. In importance it stands at the head of school studies, the necessity of which is never questioned by the most rigid economist in public education.

"Notwithstanding the great importance of this subject, and the great amount of time spent in learning to read, the majority of teachers do not appear to understand, as well as might reasonably be expected from their own experience, what means are best adapted to secure most effectually, with the least expenditure of time, the ends sought in teaching reading. It becomes, therefore, a matter of exceeding importance that inquiries be made to ascertain the causes of the unsatisfactory results in teaching, for if that which chiefly leads to those conditions which are so justly criticised can be definitely ascertained, appropriate means for securing much more valuable results in reading may be readily employed. In order that a clear understanding may be had as to what means are adopted to secure excellent results in teaching reading in primary schools, it is necessary to consider the starting point, also the final aim to be attained.

The Starting Point in Teaching Reading.—The child enters school with a knowledge of the use of words which have been acquired in the most natural way,—by observation. Yet these words are known only by the organs of speech and the sense of hearing.

The knowledge of these words constitutes *the known* to the child, and indicates to the thoughtful teacher both the starting point in teaching reading, and also the matter to be taught first. Learning to read properly commences with learning to know words by the sense of sight; and those words should be learned by sight first which are already known by hearing and by speech. Single words which are names of familiar objects, or of their uses and actions, are most appropriate for the first lesson. Each word should be learned as a whole by hearing. The elements of form and sound should be taught separately.

“In learning to talk, the child uses and understands the words as representations of objects, qualities, or actions. Nouns, adjectives, and verbs are learned first; the words which serve as joints and hinges in language are acquired later, not as single words, but by their use in sentences. In like manner this class of words should be learned in reading.

“Having become familiar with several single words, as above described, the pupils are prepared to take their first lessons in *discovering thoughts* represented by two or more words, as *new hat, new book, old cap, good girl, good boy, dog barks, see dog run, see cat play, hear cat purr*, etc. Subsequently such words as *a, the, and, at, for, by, to, in, with, this*, etc., may be joined with similar groups of words, so as to form phrases and sentences. Gradually complete sentences may be introduced to the young learners in reading, and they may be required to find the thoughts expressed in each. These exercises are important aids in teaching children to read thoughts represented by the sentences instead of reading the separate words as mere words. The giving of too much attention to the reading of mere words, and too little importance to reading the phrases and sentences of the lesson, are the most prominent causes of that lack of intelligence which characterizes far too many of the reading exercises heard in school.

“During the early steps in teaching reading, the best tools within the reach of teachers are the blackboard, chalk, and pointer; charts and books are useful at a later stage; and when these are first employed they should be used in connection with, and in alternation with, the blackboard. There is but little danger of using the blackboard too much during the first three or four month's learning to read, provided that new and pro-

gressive lessons are introduced each day, and previous ones carefully re-read. Indeed, before books are put into the hands of children in a class, they may be taught to read from a black-board several of the lessons contained in the book. And the first instruction given by the use of the reading-book may have for its chief object to teach the pupils to find the words and sentences which they have been taught, from the first; to find readily the thoughts expressed in the lesson, and to read in an intelligent manner, instead of spelling their way slowly through the individual words, and gaining little or no idea of what they mean, as grouped in the sentences.

“Good methods of teaching reading proceed in the following order: *First*, words are taught as signs of simple thoughts; *second*, the discovery of thoughts represented in two or more words, in phrases, and in sentences; *third*, the reading of the thoughts thus discovered in a proper manner. By such methods children acquire habits of giving chief attention to the thoughts, and thereby gain ability to read new lessons intelligently.

“In teaching single words the prominent inquiries should be: What does the word represent or mean? What is the word? In teaching phrases and sentences the inquiries may be: What do these words say? What thought do they represent? How should the thoughts be spoken? These or similar inquiries should be made of the pupils throughout each new lesson, until they have acquired the ability to examine new lessons in like manner and readily discover the thoughts.

“Reading is employed, during the year subsequent to those spent in school, chiefly as a means of silently gaining the thoughts which others have written. Elocutionary reading necessarily occupies a very small part of the time spent in reading. Even this must also depend chiefly upon a ready discovery of the thoughts represented by the sentences read. Therefore, from whatever standpoint reading is viewed, it is evident that chief attention should be given to training the pupils in such habits as will give them the greatest proficiency in discovering, and properly speaking, the thoughts of the sentences.

“Too commonly teachers employ the different aids for teaching reading, spelling, definitions, punctuation, phonetics, inflection, emphasis, as if these constituted so many distinct subjects

of study; and from the manner of presenting them they fail to produce the results for which they are chiefly valuable. Neither the teaching of spelling, definitions, phonetics, distinctness of enunciation, correct pronunciation, name and uses of pauses, emphasis, inflections, nor each and all of these, when taught as distinct subjects only, will produce intelligent, thoughtful reading. The meaning of words by their use, and by definitions, their elementary sounds, pronunciation, pauses, inflections, emphasis, all should be regarded and *used as aids* in teaching reading, each having its own office in assisting pupils to discover and speak correctly the thoughts of the lesson, so that both the reader and the listener shall intelligently understand that which is read. *Thought* is the pivotal point around which all other matters, methods, and means used in teaching reading should turn.

“In this connection it is proper to add that additional facility may be given to learning to read by the use of Dr. Leigh’s pronouncing type, during the first years of school instruction. By its proper use, the beginner in reading is enabled to make more rapid progress in learning the pronunciation of new words, than is possible by the use of the ordinary type only. From personal observations made in the schools where it has been in use for several years, I believe that a more general use of First and Second Readers, printed in this type, would facilitate the learning to read in lower primary classes.

“In conformity with the views above presented, I have endeavored, during my examination of classes in reading, to give most credit to such results as indicated proper attention to the thoughts of the lesson, and an intelligent expression of them; and to give less credit to that reading which showed that the teaching had been based upon mere imitation, and where the chief results attained comprised little else than a recitation of lessons which had been memorized.

“The plan of examination by topics, instead of classes, which has been in operation during a little more than a year, is leading to more uniform results in methods of teaching; also in the character of the instruction. I am happy in being able to report an improvement in these respects in all the subjects which have been assigned to me—reading, object lessons, and vocal music.”

HOW TO REFORM THE SCHOOLS.

JOHN SWETT.

THERE is a cry abroad in the land for a reform in the public schools. True, much of the howling about abuses is senseless and idiotic, but even this is better than the deadness of apathy. The following suggestions are offered for the benefit of "reformers" who are burning to distinguish themselves by a raid on the schools:

1. Don't go to the Legislature with a bill. There are some things that even legislatures cannot do. They cannot make people temperate, virtuous or industrious. They cannot legislate about what people shall eat, drink, or wear; about what they shall say, or how they shall think. For these pseudo reformers whose panacea is "law," a study of Herbert Spencer and John Stuart Mill is recommended as a specific remedy.

2. Begin by reforming the school in your own district. The loudest grumblers about the failure of our public schools are those who never visit one, and who know nothing about them except from hearsay. See that your trustees employ a good teacher. Visit the schools and suggest to the teacher some of your "reforms." Look after the school library. Talk to the children. Get your neighbors to visit the school. Are you a granger? Suggest to the teacher a course of oral instruction on things relating to farming, horticulture, and botany. Start a school cabinet of minerals, woods, grains, pressed flowers, etc. Help the teacher to ornament the school room with pictures. Question your own children about what they are doing in school.

Many country schools are almost worthless on account of the utter indifference of the "reformers." *No school can be made to rise very high above the average culture of the community which environs it.*

There is a country district in this State where a "normal graduate" taught once on a time. A "trustee" visited him one day as he was giving an exercise in *vowel sounds*. The trustee didn't like the method. It was a new-fangled notion. It wasn't the way he had been "brought up." So he waxed wroth, took off his

coat and dared the pedagogue to come outside and fight it out. He was a "reformer," willing to fight for the faith that was in him.

3. See that your neighbors elect the best men in the district for trustees. If you take no interest in the annual school election, the legislature cannot prevent the election of incompetent officers. If you are wild with "reform," run for the office yourself.

4. Try to keep a good teacher when you get one.

5. Offer a fair salary, and the chances are that you will get and keep a competent teacher. If you have to employ a teacher without experience, engage one that has had a full course of normal school training. *Verb. sap. sat.* ("A word to the wise," etc).

6. Don't expect to reform schools by abolishing text-books. They are necessary evils. Good text-books rank next in value to good teachers. The Chinese have had a uniform series of text-books unchanged for 3000 years.

Are their schools better than ours? If you believe that the school books in use are worthless, go to work and make something better.

If you are an old red sandstone fossil, and have never examined a school book during the last thirty years, you undoubtedly believe that there is nothing better than Webster's Speller; that in Murray's Grammar the art of writing culminated; that Pike's Arithmetic is the best the world ever saw; and that Morse's Geography, A. D. 1807, is better than modern trash. The Chinaman does better; he believes in books republished B. C. 1500.

7. Don't imagine that you, or the teachers, or the legislature, or reformers, can overrule the laws of hereditary descent, and make children good scholars, or industrious, temperate, frugal, law-abiding citizens. You believe, perhaps, that it is the duty of the State to teach every boy a trade, and then find him employment. This comes down to you from a past age when men believed that kings were gods; or you believe in curtailing the studies in school to reading, writing, arithmetic, and geography. You will find the hard, common sense of the American people stronger than your conservatism. Neither you nor Pres-

ident Eliot, of Harvard, with his imitators, nor the enemies of free schools, can stem the mighty current that has set in for *free higher education, and for technical and industrial education*. The instincts of the masses are sound.—*Penn. School Journal*.

“WHEN WAS INDIANA SETTLED?”

ANNA T. SNYDER.

IN 1650, M. Volney visited the wilds of North America and found, on the Wabash river, the small French town called Post St. Vincent, now Vincennes.

He was surprised to find there a people altogether without a history, so much so that they did not know even the date of the first settlement of their town.

True, several of the first settlers were then living, but there were two difficulties in the way. They did not know how old they were when they came to the place, and they did not know their age at the time of his visit.

Thinking to gratify those students of history who are satisfied with nothing less than exact data, he guessed at the date 1690, and thought that must be within six years of the time of the settlement.

In 1772, after Lord Dunmore had issued his proclamation commanding that all Europeans and persons of European descent living upon lands north of the Ouibache (Ohio) river, and between the Mississippi river and five degrees west of the Delaware, should vacate such lands and should scatter themselves among the people to the eastward of the Alleghany mountains, the inhabitants presented a petition to “General Gage, Commander-in-Chief of Her Majesty’s Forces in North America,” praying that they be permitted to occupy their land, and stating, as a reason, that they had lived at Post St. Vincent 70 years.

So it seems we know the date of the settlement of our State to within eighteen years, and though it is a little tantalizing to gaze through the mists of mystery without being able to see, I fear we must content ourselves with what history has really

vouchsafed to us, and that the past will be forever a sealed book, so far as the settlement of our State is concerned.

“*What was the great philosophical work of the reign of Queen Elizabeth?*—At the time of Elizabeth’s death Bacon was forty-two years old, a briefless lawyer, and an ungrateful friend.

Eighteen years after Elizabeth’s death, he was impeached and driven from all court employments, but James settled upon him a pension of about nine thousand dollars of our money.

During the five years which elapsed between this time and his death he wrote his work on philosophy.

In view of these facts, “*What was the great philosophical work of the reign of Queen Elizabeth?*”

Will the Board of Education have the kindness to answer?

HISTORY.—IV.

PREPARATION FOR THE DISCOVERY OF AMERICA—*Continued.*

Prince Henry of Portugal.

THIS remarkable man was the son of king John I. of Portugal. He was born at Oporto in 1394. He has been surnamed “The Navigator;” also “The Father of Modern Geographical Discoveries,” and he well deserves these appellations. At a very early age he distinguished himself in the wars against the Moors; and in the prosecution of these wars he went into northern Africa, where he learned many new and strange things about the people and the country. Thus originated the great ambition of his life,—the discovery of unknown regions of the world, and the circumnavigation of Africa to find the Indies.

In 1412, under his patronage, a vessel was sent to explore the western coast of Africa. This is remarkable as being *the first voyage of discovery sent out by any nation in modern times*, and it is no less remarkable that it was planned and its execution secured by a youth of only eighteen years.

After his father’s death Henry took up his residence at Sagres, near Cape St. Vincent, the extreme southwest part of Portugal. Here he devoted a number of years to the incessant study of

cosmography, mathematics, astronomy, and navigation. He drew around him the chief men of science, and, that their learning might be made practically useful, he established an observatory and a school of navigation, in which the known facts of geography were reduced from their former crude shape into an intelligible system. He built arsenals and dock yards; improved the skill and stimulated the industry of his shipwrights; the mariner's compass was brought into use as it had not been before; and his pupils and seamen were taught how to determine latitude and longitude by astronomical observations. Much improvement was likewise made in the construction of maps and charts; the material for this latter work was constantly accruing from the reports brought back by the numerous expeditions fitted out to explore and collect authentic information of the African coast.

Henry had learned from the Moors of the rich gold coast of Guinea, and he determined to reach it by water. But Cape Nun (or Non), a projection from the southwest part of Morocco, lay in the way. Previous to Henry's time, this cape had been regarded as the farthest point of the earth. Beyond it, superstition had pictured a realm of spectres, and the boldest mariners could not be persuaded to attempt its passage. But at last some of Henry's seamen doubled it, and, at a distance of sixty leagues beyond, found the more stormy and dangerous cape, Bojador. For twenty years attempt after attempt was made to pass it, but in vain. At length two bold spirits, Zarco and Vaz, determined they *would* pass it, but the gales swept them in fury out to the open sea. Here, as the storm continued, they lost their bearings and surrendered themselves to despair; but, fortunately, they were wafted to the haven of a distant island, which, in gratitude they named Porto Santo, i. e., Holy Haven. This voyage marks in navigation the abandonment of the old method of coasting, and the commencement of a new style of seafaring—that of stretching boldly out into the ocean. These men were compelled, in returning home, to trust the compass, and finding it trustworthy, they were now ready to pass any of the stormy capes by standing far out from the shore. Seamen were becoming educated to a bolder navigation, and voyage succeeded voyage in rapid succession, each returning with

abundant evidence of the possibility of navigating waters that had hitherto been considered impracticable.

The island reached by Zarco and Vaz was one of the Madeiras. Three hundred miles from the coast the Cape Verd Islands were found, and *nine* hundred miles from any continent a single vessel reached the Azores. The darkness of superstition was giving way before the light of Prince Henry's operations. Intense excitement prevailed. Thinking men everywhere were amazed at the revelations so rapidly made. From all quarters sailors came to find employment, and students to obtain instruction, under the wonderful Prince. For a time Henry bore all the expense of these voyages himself, but when discoveries became popular, and the merchants found that there was profit in the voyages, self-supporting societies were formed under Henry's patronage and guidance. The government, too, furnished aid, and what began in the faith and enthusiasm of a single individual, became the passion of a whole nation.

In 1463, in the midst of his successes, Prince Henry died; but his mantle fell upon King John I. of Portugal, who was in every way worthy to become his successor. In 1471 the Portuguese had crossed the equator, finding the coast of Africa,—which superstition had pictured under a belt of perpetual fire, not only habitable, but already populous and fertile. Finally, one of John's expeditions reached the Cape of Good Hope, and the route to India by the south and east was opened to the world.

Columbus had been fired by the travels of Benjamin, Marco Polo, and Sir John Mandeville; the news of the successes of the Portuguese added fuel to the flame, and in 1470 he came to Lisbon in search of employment and geographical knowledge, as hundreds of others had done. Here he married the daughter of one who had been a great sea captain in the service of Prince Henry. With his wife, Columbus got possession of many valuable maps, charts, and instruments of navigation. He was appointed governor of the Madeira Islands, which had been colonized soon after their discovery. It was while living here that he matured his theory of the form of the earth and of a western route to India; and it was here that his faith in his theory was greatly strengthened by learning that there had been found on the western coast of the Azores and Cape Verde Islands, pieces

of strangely carved wood, trees, seeds, and the bodies of two men whose color and features were different from those of any familiar to Europeans at the time. He could no longer forbear to test his theory; he therefore returned to Europe for aid. His difficulties in securing it need no repetition here.

While the operations of Henry and John were not in the direction of America, still it is easy to see that they were steps in the preparation of its discovery. Of Prince Henry's work Irving says, "It was effected, not by arms, but by arts; not by the stratagems of a cabinet, but by the wisdom of a *college*. It was the great achievement of a prince who has been well described 'full of thoughts of lofty enterprise, and acts of generous spirit'—one who bore for his device the magnanimous motto, 'The talent to do good'—the only talent worthy the ambition of princes."

References on Early Travelers.—Chambers's Cyclopedia, Article on Geography; Cyclopedia sketches of the travelers themselves; Lossing's Field-Book of the Revolution, Introduction to Vol. I.; Humboldt's Cosmos, Vol. II.; Harpers' Marco Polo and his Book; The Sea and its Living Wonders; Discovery before the Discovery of America, in Ladies' Repository, 1869; Irving's Columbus; Abbot's Columbus; Major's Prince Henry, the Navigator.

B SENIOR CLASS,

State Normal School, Terre Haute, Indiana, May 11, 1878.

WE have all sorts of laws to meet all sorts of misdemeanors and crimes, but one is needed to abate scolding in our schools. It should read something like this:

An Act to abate a Crying Nuisance.—Whereas, it is known that scolding is a crime and cruelty; and, whereas, in school it is equally destructive to good feeling, and consequently to good health, and thus a means of shortening life; Therefore be it enacted, that whenever a teacher shall be known to scold more than twice in one day, or more than six times in one week, he shall on the testimony of six pupils of known good behavior, be convicted of a misdemeanor, and be fined not more than fifty dollars nor less than one cent, and confined in the county jail one month, and be compelled to read aloud to his fellow prisoners, Oliver Twist, Hamlet, and Burton's Anatomy of Melancholy, Sundays excepted. A law of this kind, thoroughly enforced, would soon abate the nuisance.—Nat. Teachers' Monthly.

OFFICIAL DEPARTMENT.

CODIFICATION OF THE SCHOOL LAWS.

On the 5th day of March, 1877, the Indiana House of Representatives passed the following resolution:

"Resolved, That the State Superintendent of Public Instruction be and the same is hereby instructed to codify the school laws of the State, with such alterations and amendments as will make the laws harmonious and compact, and report the same to the House of Representatives at the [meeting] of the next General Assembly, provided the same shall be done without cost to the State."

I certify that the foregoing resolution passed the House, March 5, 1877.
Witness my signature, this 6th day of March, 1877.

Signed,

CYRUS T. NIXON, Principal Clerk.

By the terms of this resolution it became my duty not only to codify the school laws, but also to make such alterations and amendments as will make the laws harmonious and compact. Believing the work to be of great importance to the State, and considering the resolution of the House of Representatives to be the latest expression of its will in regard to the duties of this office, I have cheerfully undertaken the task, although it will nearly double my work during the entire year, and require the postponement of other but possibly less important duties.

The preliminary work necessary to the proper codification of the laws has already been done. I have carefully examined,

1. The school law as it stood at the last codification in 1865.
2. The amendments made thereto.
3. The new school acts passed by the legislature.
4. The Supreme Court decisions on questions raised under the school law.
5. The opinions given by the Attorney General upon questions submitted to him by this department and by school officers throughout the State.
6. The opinions upon the school law made by this department since 1865, and,
7. The decisions made by the supreme courts of other states, so far as the same were made upon common law principles or upon school statutes similar to those of our own State.

Since the revision of the school law in 1865, it has been amended twenty-seven times, seven supplemental sections have been added, and twenty-two new school acts have been passed. Thus the law has become a piece of patch-work. The law by which our schools are organized and managed interests directly far more persons than any other, possibly more than all other laws. It should be one of the simplest on our statute books. It is, in fact, one of the most complicated and one that is most difficult of interpretation. In many cases it is impossible to tell what sections are in force; in others, the language is so ambiguous that it is difficult to interpret it; and, in others, the law is contradictory.

I have not supposed it to be my duty to make a new school law, or to change our school system in any particular, but rather to re-write the law, so as to make it in harmony with the decisions of the courts and with the interpretations placed upon it by this department; to render what is now ambiguous, clear; and to harmonize what is now contradictory. It will thus be seen that the preliminary study was an absolute necessity.

This work has brought together a large mass of valuable information in regard to school law and the common law principles which have been promulgated by the courts in relation thereto. It covers several hundred pages of manuscript, and will probably make two hundred pages of printed matter. I shall, at no distant day, present this material in such form that the school officers of the State can have access to it.

Of the hundreds of difficult questions which arise in interpreting the school law, I here state a few, which may serve to indicate the character of the others, viz:

1. Great embarrassment arises from the fact that there are so many different school years established by the school laws. The school year proper commences July 1. The county superintendents report progress of their schools for the year ending September 1. The trustees' financial reports, which are condensed by the county superintendents and sent to the State Superintendent of Public Instruction, are for the year ending September 1. School directors are elected for the year ending the first Saturday in October. The trustees' financial reports to the commissioners are for the year ending on the first Monday after the second Tuesday in October. The report of taxes collected for school purposes is for the year ending November 1. The report of interest on the school fund is for the year ending November 15. The State Superintendent makes his annual report for the year ending when, nobody knows. The State Superintendent assumes the duties of his office for the two years ending March 14. Township trustees, who act as school trustees, assume their duties for the two years ending the first Monday in April. The county superintendent's report of the number and names of teachers licensed is made for the year ending May 31. The county superintendents are elected for the two years ending the first Monday in June. School trustees in cities and towns are elected, each for three years, ending at the first meeting of the city or town council in the month of June. The report of the commissioners

concerning the condition of the school fund and the additions thereto, is made for the year ending at the first meeting of the county commissioners in June.

Some of these differences are unavoidable, but many of them are without apparent reason. They certainly have a tendency to produce great confusion in the administration of the schools.

2. The liquor law of March 17, 1875, provides that the proceeds of the licenses issued by county authorities shall "be paid into the school fund of the county in which such licenses are obtained." There is no county school fund, each county holds a part of the common school fund of the State. If the proceeds of the licenses were paid into this fund, it would become a part of the permanent school fund, and the interest thereon would be distributed all over the State. It was evidently the intention of the legislature that the proceeds of the liquor licenses in a county should inure to the benefit of the children in that specific county.

It is supposed that the legislature intended to use the term "revenue," instead of the term "fund." An opinion to this effect has been given by this department, but the matter should be placed beyond controversy by the language of the law.

3. The question, "Who is a voter at a school meeting?" has been a puzzling one for several years. Section 26 of the school law provides "that at such school meetings all tax payers of the district shall be entitled to vote, except married women and minors." This seems plain enough to a person who does not understand the school law, but what is a school district? A school district has no determinable geographical boundaries. The only place in the school law from which an approximate answer to the question can be obtained, is found in section 14, which provides that on taking the annual enumeration "[The trustee] shall inquire of each person whose name he so lists to which school he or she desires to be attached, and such persons upon making their selection shall be considered as forming the school district of the school selected, and none shall be allowed thereafter to attach themselves to or have the privilege of any other school but by the consent of the trustee and for good cause shown." This would seem to limit the voters at school meetings to those who were enumerated. Such was evidently not the intention of the legislature, although the Attorney General has been forced by a strict construction of the law to so decide. The law formerly gave taxpayers who did not have charge of children of school age the right to become enumerated, and thus become voters at school meetings. If this provision were re-enacted, I think the intention of the legislature would be realized.

(Continued in next number.)

JAS. H. SMART,
Superintendent of Public Instruction.

EDITORIAL.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

THE HIGH SCHOOL QUESTION IN INDIANAPOLIS.

The "reform" and "retrenchment" idea recently struck a member of the Indianapolis school board, and he introduced a resolution asking for a committee to inquire into the propriety of continuing the high school, and of modifying the course of study prescribed for it.

The resolution was referred to the High School and Text-Book committees, who have made the following report:

"The joint committee, composed of the high school committee and the committee on text-books and course of instruction, to whom was referred the question of the propriety of continuing the high school, and of the modification of the course of instruction therein, make the following report:

It is the unanimous opinion of the committee that the high school should be continued as a department of our public school system. Their reasons for this opinion are as follows:

1. The high school is the "poor man's college." In it many fit themselves for teachers and for other employments requiring a more thorough education than the district schools can give, who would not be able, because of their limited means, to obtain such an education if the high school were discontinued.
2. The high school is a powerful incentive to pupils in the lower grades. From their first entrance into these they look forward to the time when they shall be declared fitted for admission to the high school, and many are induced to complete the course in the district schools who would otherwise leave school at an earlier period.
3. The existence of a first class high school affords facilities for the more wealthy of our citizens to give to their children an excellent education in the public schools, who would otherwise patronize private schools to attain that end. The establishment and encouragement of private schools would have a

tendency to bring the public schools into disrepute by creating a public sentiment in the community that the latter are exclusively schools for the poor. Such a public sentiment would be greatly injurious to the cause of education, and directly in conflict with the spirit of our State constitution. Those who argue that the high school is no legitimate part of the common school system, consider this last named point of so much importance that they assert that all the people should be compelled by law to send their children to the public schools. We believe that our school system should be so organized and maintained that no encouragement should be given to that false, anti-republican idea, that the better class of schools should be for the wealthy only. This can be done by so conducting our public schools that they will be, in fact, the best that can be had, and when this is accomplished it will be impossible for private schools to exist in any well-informed community.

4. The pupils should be prepared in the public schools to pursue intelligently and successfully the different industries incident to our present civilization. In these there are two classes of laborers: one consisting of those who labor under the direction of others, and the other of those who direct the labor of the first class. These directors of labor require a greater knowledge of the sciences, of mathematics, and of other branches of learning than it is possible for them to receive in the primary and grammar schools. This being so, it is better that we should educate our own people to carry on successfully our various industries than to look to other states and countries for our skilled laborers and supervisors.

Your committee, while entertaining these views, cannot consent to recommend to the board the continuance of anything having the appearance of extravagance in the management of the high school. They point with satisfaction to the record of the board of the past year, which shows a reduction in the expenses of the high school of nearly \$6,000, which reduction has not, so far as we could learn, impaired the efficiency of the school."

As the two committees comprise five of the eleven members of the Board, and as they are unanimous in their report, it is certain that the report will be adopted when taken up for consideration, and, it is believed, without a dissenting voice.

The part of their report which refers to the course of instruction, will be given next month.

HIS
—X—
MARK.

There is no sentiment gaining ground in this country more rapidly than that the safety and permanence of our government is dependent upon *general* intelligence. Formerly only educators and educational papers took interest in this subject; *now*, the far-seeing of all classes, and the secular press, without regard to party, are discussing the matter, and are almost unanimously arriving at the conclusion that universal intelligence must accompany universal

suffrage. All agree as to the absolute necessity of universal education, but there is some difference of opinion as to the means to bring this about. The general means suggested is *compulsory* attendance.

The Indianapolis News gives the following as a leading editorial, and presents the subject so fully and fairly that the article is given entire:

"No lesson is simpler than that which teaches that the corner stone of free institutions is intelligence. The Spanish republics in America are founded upon ignorant suffrage, and they have neither stability nor prosperity. France failed in her previous attempts in this way because more than half of her people could not read the ballots they cast. The bloody attempt at self-government in Spain ended in a despotism because of her unlettered white rabble. Ignorant adults must have a despotic government. Foster, in a recent speech to the radicals of England, said: 'You demand universal suffrage; I demand universal education to go with it.' The American Social Science Association at Saratoga last year considered this subject with reference to this country, especially the South. In 1870 the nine cotton states contained fifty-one per cent of voters who could neither read nor write. A large portion of this, of course, was negroes, but there was a sufficiently large per cent exclusive of them to be startling; and it is not comforting to learn that in the whole United States there are 1,600,000 adult male citizens who are unable to read and write, who do not know what ballots they cast, and depend for an understanding (sic) of the issues involved on the word-of-mouth instruction they receive from ward bummers, workers, and rounders. Dexter Hawkins, of the New York bar, in his paper on 'Education the Need of the South,' maintains it is the greatest need of the whole country.

'1,600,000 illiterate adult citizens is a load no free government can long carry; it is a disease so wide-spread that, unless cured, it will certainly be fatal to liberty, and its only cure is the free common school. This is a question more vital to the interests of a free government than tariffs, banks, money, or politics. Compared with it they lie upon the surface, while this goes to the very root and marrow of the republic.'

The taxable property of the sixteen southern states is about the same as that of New York, while they pay about one-half as much school tax. But even in the northern states there are 446,000 adult males who have to write their names thus: X. There are no reasons to be urged in this regard that can be gainsaid, and it will not be a cycle of time before the people of the land come to feel that compulsory education is a necessity, and some such law passed as Mr. Hawkins advocates:

'After a certain date, say ten years after the school is provided, admit no illiterate, either white or colored, to the right of suffrage. This will cost money, but it will, in one generation, eradicate the evil of ignorant suffrage, insure the perpetuity of the republic, and put the southern states upon a basis of solid and enduring prosperity that can be obtained in no other way.'

Education is not a panacea. It does not follow but that the agitator educated is worse than the agitator unlettered; but where the greatest amount of education is, the percentage of the evils that flow from political wickedness is less. Concerning pauperism, Mr. Hawkins says:

'In the three states of Pennsylvania, Ohio, and Illinois, the illiterate furnish thirty times their proportionate share of paupers, and ten times their proportionate share of criminals. Illiterates in America commit fifty times their numerical proportion of crimes. * * * It is possible by education to reduce crime in this country ninety per cent, and pauperism ninety-six per cent. The Grand Duchy of Baden, by universal education, in seven years reduced the number of crimes 51 per cent, and the number of paupers 25 per cent.'

SIMPLE JUSTICE.

An article has been going the rounds of the papers, recently, charging that State Superintendent Smart is opposed to the State Normal School. As Mr. Smart is now in Europe, and cannot speak for himself, it is but simple justice to say that in the last three or four years the writer has had frequent conversations with him in regard to the Normal School, and while he frequently criticises certain features of the school, sometimes severely, he uniformly commends the school as a whole, and believes it to be one of the best of its kind in all this land.

COLLEGE EXPENSES.

Some would-be economists, who for the sake of saving a little money are willing to economize intelligence, are trying to disparage the state colleges by comparing their cost with the cost of education at denominational colleges.

For example, one person takes the State University and estimates the cost per student, and then shows that the cost per student at other colleges is very much less. This is displayed as positive proof that the state college is extravagant, and should therefore be abolished. A little more intelligence will enable an ordinary mind to comprehend that the apparent difference in their cost arises from the fact that the denominational school is endowed, and the interest on this endowment fund pays largely the salaries of the faculty and other expenses, while in the state college, there being no endowment, the state pays all expenses direct. The cost is the same, the only difference being in the source from which the money is drawn.

SPECIAL attention is called to the article on Reading. Sup't Calkins is high authority, and the ideas expressed are certainly suggestive and practical. The following sentences, "*Thought* is the pivotal point around which all other matters, methods, and means used in teaching reading should turn," and "Elocutionary reading necessarily occupies a very small part of the time spent in reading," are a hearty indorsement of an editorial article printed in the Journal last October.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR APRIL, 1878.

- READING.—1. What are the chief ends to be attained by teaching reading?
2. What relation has teaching to other branches of study?
3. To reach and grasp fully the thought of the writer, what must be known, for example of the following: "Was Oliver Cromwell, his bitterest enemies themselves being judges, some of whom thought him to be a hypocritical old fox, destitute of private virtues?"
4. Tell what books of reference you need to aid you in gaining the full import of the above sentence?
5. What good results may be gained from reading selections of prose and of poetry to children in the Second, Third, or Fourth Reader?

PENMANSHIP.—1. With what materials should each member of a writing class be supplied?

2. Describe fully the position of body, arms, hands, and feet, which you would have pupils assume for writing. Describe also the position of pen and copy book.
3. How many movements may be employed in writing? Name and describe them. What is the value of movement in writing?
4. What is the unit for measuring the height of letters? What is the unit for measuring their width? What is the rule for spacing and combining the small letters?
5. What is meant by *principles* in writing? Make and name the principles. How are principles combined in forming letters? Write your name and analyze the first letter of it.

ARITHMETIC.—1. A clergyman's salary is \$2,500, which is 25 per cent more than last year. What was his salary last year? By analysis.

2. Reduce 3 pecks, 6 quarts, 1.4 pint to the decimal of a bushel.
3. What is the least number of chestnuts that can be divided equally among 12, 18, or 24 boys, without dividing a chestnut?
4. Define a fraction, a proper fraction, an improper fraction, and a mixed number. Give an example of each.

5. What is the amount of \$5,460, at $7\frac{1}{2}$ per cent from April 1, 1870, to January 17, 1872?

6. How many bushels will a bin hold which is 12 feet long, 8 feet wide, and 5.4 feet deep?

7. If 3 men, working 6 hours a day, can build a wall 4 feet high, 3 feet thick, and 60 feet long, in 3 days, in how many days of 10 hours each, can 5 men build a similar wall 6 feet high, 2 feet thick, and 75 feet long? By proportion.

8. Define involution, evolution, power, and root. Indicate that a certain power of a number is to be found? That a certain root is to be found.

9. What number multiplied by 3-5 will have 80 for the product?

GEOGRAPHY.—I. How many degrees from the Arctic Circle to the Tropic of Capricorn? Give the proof.

2. What one of the United States has water boundary except on the North? Give its boundary.

3. Locate the Ozark Mountains, the Black Hills, the National Park, Humboldt River.

4. Name four seas cut by the forty-fifth parallel.

5. What states and territories are cut by a line drawn from St. Louis to San Francisco?

GRAMMAR.—I. What is the distinguishing mark of a personal pronoun? Of a conjunction?

2. In what are the adjective and the adverb alike? In what are they different?

3. What office does the verb perform in every sentence?

4. Illustrate and explain the difference between a transitive and an intransitive verb.

5. Define a compound and a complex sentence. Give an illustration of each.

6. Analyze the following sentence: "Out of the graves of our heroes blooms the fair flower of patriotism."

7. Parse the italicised words in the following: "On the *margin* of the river *which* runs near the college *stood* many *forest* trees."

8. Write the plural of the following: *Cupful*, *brother-in-law*, *cargo*, *tomato*, *Musselman*.

9. Give the rule for forming the possessive case of both singular and plural nouns. Illustrate.

10. What are the principal parts of the verbs *write*, *gone*, *get*, *lie*, *sit*, *lay*, *fly*, *can*.

HISTORY.—I. What colonies were settled by persons from Massachusetts? Where and when were the settlements made?

2. What were the leading characteristics of the political constitutions of the Massachusetts, Connecticut, and New Haven colonies?

3. What are the conditions of citizenship of a citizen of the United States to-day?

4. When was Indiana admitted to the Union? Where, when, and by whom was the first European settlement made within the territory of the State?

5. What were some of the chief political causes of the rebellion? Show, if you can, a connection between the political views of what *were* styled the "North" and the "South," and the agricultural and manufacturing interests of the two sections.

PHYSIOLOGY.—1. What is the physiological process by which a broken bone is repaired?

2. What different general rules would you give, for rest and sleep, for persons engaged in the various vocations of life?

3. What evil effects are apt to follow the use of cosmetics and hair dyes?

4. Why should a child never be subjected to the influences of sudden and alarming noises or actions?

5. Describe the eye.

THEORY AND PRACTICE.—1. What is your opinion of the practice of permitting pupils to recite consecutively or by turn?

2. Why should pupils be required to recite with a natural and distinct utterance?

3. What importance do you attach to effective moral training in school?

4. Why should such epithets as "dunce," "blockhead," etc., never be applied to a pupil?

5. Why should children be taught processes before rules?

AN EARLY FRIEND OF FREE SCHOOLS.

To the Editor of the Indiana School Journal:

The old laws of the several New England colonies contain many evidences of the disposition of the early legislative authorities of those colonies to provide, as far as possible, for the support of public schools, and other institutions of learning; but, Benjamin Symms, who lived in Elizabeth City county, Virginia, was probably the first man on the continent of North America who, by the use of his own means, made provision for founding a free school. His name, at the present time, is not known among the friends of popular education; nevertheless, at a session of the General Assembly of Virginia, held in 1642-3 (about two hundred and thirty-six years ago), an act was passed in the words following:

"Be it also enacted and confirmed, upon consideration had of the godly disposition and good intent of Benjamin Symms, deceased, in founding, by his last will and testament, a free school in Elizabeth [city] county, for the encouragement of all others in the like pious performances, that the said will and testament, with all donations therein contained, concerning the free school and the situation thereof in the said county, and the land appertaining to the same, shall be confirmed according to the true meaning and godly intent of the said testator, without any alienation or conversion thereof to any place or county.

J. B. D.

NOTES FROM THE STATE NORMAL SCHOOL.

The present term is one of the most profitable ones in the history of the institution. There are over four hundred students now attending. The spring term began April 3. It will close June 19. The school now occupies the second and third floors of the school building. It is inspiring to look into the faces of over four hundred earnest, intelligent young men and women when they are assembled for morning worship. With very few exceptions the faces show a purpose. All parts of the state are represented. One county in the north central part of the state is represented by *twenty-three* students. The students have been drawn here by the expectation that they would be required to do *thorough, systematic* work. They seem to be fully impressed with the idea that there is no "*short cut*," no "*patent process*," not even any "*Royal Road*" to a knowledge of the subjects to be learned, and to professional eminence. Mr. S. S. Parr has been employed to assist in some departments for the present term. A class of seventeen will graduate in June. Commencement, June 19, instead of 21, as stated in catalogue.

SPECIAL TO TRUSTEES—ALL READ.

The State Superintendent has made the following answer to questions, which are of general interest:

1. The law does not authorize the county superintendent to employ an assistant.
 2. School teachers and trustees have no control over pupils after they have reached home upon being dismissed from school. They cannot be compelled to study at home or anywhere else.
 3. A teacher having a valid contract and license cannot be dismissed unless he has violated that contract, and can collect pay, provided he presents himself regularly to teach all who come, be they few or many.
 4. The law does not provide for a meeting of citizens to elect a teacher, and the trustee is not bound by the action of any such meeting.
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THE readers of the Journal who have been interested in and certainly profited by the series of letters just closed, entitled "Oakley and Clearbrook," by "Chas. Wackford," will be interested to learn the real name of the author. The veritable man is D. Eckley Hunter, superintendent of the Washington schools. Judging from the many kind expressions which have reached us in regard to these articles, Mr. Hunter may congratulate himself on the success of his first serial.

THE State University will graduate a class of 23, June 12.

NORMAL INSTITUTES.

J. T. McAvoy, Professor of Elocution and Drawing, and his wife, Mrs. M. Haworth McAvoy, author of Copy Slips, will conduct a normal in their specialties, in the Bates Block, Indianapolis, beginning July 8, and continuing five weeks. They will also engage to do work in institutes in August and September.

The Jefferson county normal will be held at Madison, beginning July 22. Pleasant Bond, Jos. Tingley, and T. H. Harrison, are among the instructors announced. The whole is under the care of sup't S. W. Pritchard.

A six-weeks' normal will be opened in Greenfield, July 15, under the control of W. H. Sims, W. S. Smith, and Kate R. Geary.

A normal institute will be opened at Aurora, July 1, and continue eight weeks. The instructors are F. H. Tufts, H. B. Hill, and W. H. Isley.

The Miami county normal will be held this year at Amboy, beginning July 15, for a term of four weeks. Sup't Ewing will be assisted by H. G. Wilson, sup't of Cass county, and A. J. Smith, of Wabash.

B. F. French and A. D. Snively will open a four-weeks' normal at Williamsport, July 15.

The Hamilton county normal is to begin July 15. Prospects flattering. County sup't U. B. McKenzie is conductor.

The Tipton county normal will open at Tipton July 8, and continue six weeks. Instructors, sup't B. M. Blount, M. P. Goodykoontz, and others.

A normal will be opened at Corydon, July 29, to continue six weeks. Instructors, J. P. Funk, J. C. Chilton, Mrs. A. W. Brewster, P. B. Hays, J. T. Wilson, Sue M. Funk, and county sup't D. F. Lemon.

A. W. Clancy and D. H. H. Shewmaker will conduct a four-weeks' normal at Muncie, beginning July 15.

The Marshall county normal will open at Plymouth, July 22, for six weeks. Instructors, county sup't W. E. Bailey and A. M. Ward.

RISING SUN.—The Rising Sun graded school closed for the year, April 26. Five students graduated. The trustees have engaged Sup't Stultz for next year. They know they have a good superintendent, and acted wisely in employing him before he was *stolen away*. He has had charge of the school six years, and is more popular with the people than at any former time.

* * *

UNION CITY.—The high school commencement this year was a memorable occasion. The six graduates, all girls, did themselves and their teacher much credit. The State Superintendent was present and made an address. The superintendent's report agrees with the report printed in the paper to the effect that the exercises of the graduates were highly creditable, and that Sup't J. C. Eagle is doing good work for the schools.

SEYMOUR.—Enrollment for present year, 767; increase over previous year, 62. Average daily belonging present year, 552; increase, 72. Average daily attendance present year, 516; increase, 84. Average per cent daily attendance on belonging, $93\frac{1}{2}$; increase, 3. Number of pupils present at every roll call and not tardy, 72; increase, 58. Cases of tardiness the present year, 622; Decrease over the previous year, 469.

The above are the closing items of our school of nine months, ending May 24, 1878. Had no graduating class. Will have eight next year. One of the most successful years of my school work has just passed. The same teachers, with one exception, will pursue the work the coming year. We had a most splendid closing, Dr. Bayliss delivering a lecture on "Our Homes and our Schools," to a very large and appreciative audience.

J. W. CALDWELL, Supt.

WARSAW.—The high school commencement occurred May 23—three graduates. We have seen nothing that approaches the style displayed in the get up of the programmes and invitations sent out. The taste displayed is beyond our criticism, except the *Prof.* before the superintendent's name. The plain W. H. Wheeler would be an improvement.

VINCENNES.—Graduating class, 4 males, 8 females, total, 12. Enrolled in schools, 1,109. In high school, 137. Our high school gets a great many from the Catholic school after confirmation. Number of teachers in public schools, 17. We are building a new \$10,000 school building in second ward. Length of school, 200 days. Superintendent's salary, \$1,600.

DANVILLE.—The Central Normal School has been removed from Ladoga to Danville earlier than was anticipated. It seems that the removal was an event long to be remembered by both Ladoga and Danville. The Principal of the school, W. F. Harper, reports that the transfer was a grand success, that 175 students went with him, and that they were regularly organized and at hard work two days after their arrival at Danville.

It seems that the Ladoga people claim that the Central Normal *has not been removed*.

PLYMOUTH.—The written and oral examinations of the Plymouth schools began May 16, and continued till May 30, when the anniversary exercises took place.

NOBLESVILLE.—The Noblesville high school graduated six students this year; the commencement occurred May 2. F. W. Reubelt, sup't.

PERU.—A special committee of visitors represent the Peru schools in excellent condition under the superintendency of G. G. Manning.

FRANKFORT.—Commencement exercises of the high school to take place June 11.

SPICELAND.—Commencement exercises, June 21; Senior class, 7; Normal Institute to begin July.

FRANKLIN.—High school commencement May 24.

DUBLIN.—The high school had its commencement on the afternoon of April 26. Sup't Smart delivered the address. W. W. White is principal of the school, and the year just closed is remarked as the most successful of his many successful years in Dublin.

CAMBRIDGE CITY.—High school commencement took place on Friday, May 17. Two young ladies and two young gentlemen were graduated. The occasion was pleasing and creditable. Prof. Hall is retained for next year.

VERNON.—The Vernon schools, under W. S. Almond, closed for the year with the general commendations of the patrons.

GREENSBURG.—The Greensburg high school graduated a class of twenty, May 23.

MT. VERNON.—The high school commencement occurred May 30 and 31. Sixteen graduates.

CLARK COUNTY.—Clark county has some of that class of *economists* (?) who always begin to save by cutting down school tax and teachers' wages. It is hardly probable that these persons will be taught to see the folly of their course, as they are dull pupils; but it is to be hoped that a majority of our people will realize, before it is too late, that it will never *pay* to economize intelligence. A. C. Goodwin, county superintendent, has recently said some sensible things in the Jeffersonville Evening News, in answer to one of these economic benefactors.

MARION COUNTY.—The township trustees of Marion county voted unanimously, on May 1, to take the matter of employing teachers into their own hands, as the law directs. They agreed to consult with the director, and other members of school districts, so as to consult the wishes of the people so far as practicable, but determined not to recognize school meetings for the purpose of designating teachers. If in any cases such meetings are held, the results will be treated as a petition, but in no sense binding on the trustee.

WAYNE COUNTY.—The schools in the several towns are having their closing exercises this month. A summer normal is announced for July 15, to continue five weeks. C. W. Hodgin, W. W. White, and county superintendent Macpherson are the instructors and managers.

METEOROLOGICAL.—At Indianapolis, in April, the highest temperature was 80°, the lowest, 35°; days on which rain or snow fell, 17; clear days, 6; rainfall, 5.51 inches.

THE Editor of the Journal recently received a box of geological specimens from Ezra Keller, Corydon, Ind. There is quite a variety, many of them are very fine, and altogether are highly appreciated. Mr. Keller has a large collection and many duplicates which he will sell at very low rates.

THE Executive Committee of the State Teachers' Association, J. S. Irwin, chairman, has determined to hold the next meeting of the Association at Fort Wayne.

SCHOOL REVENUE APPORTIONMENT.—The May apportionment of school revenues has been completed, and the usual table of statistics issued from the office of the State Superintendent of Public Instruction. The apportionment is made upon the basis of \$1.46 per capita, and the summarized statement is as follows:

Total collected from counties.....	\$915,416 38
State's interest paid.....	117,143 50
Balance in treasury.....	1,579 96

Total ready for apportionment.....	\$1,034,139 84
Amount apportioned.....	1,028,178 70

Balance in treasury.....	\$5,961 14
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THE forty-ninth annual meeting of the American Institute of Instruction will meet at the White Mountains July 9, 10, 11, 12, headquarters at Fabyan's. This is distinctly a New England institution, there never having been but one session held out of this section; but as there is to be no National Association this year, it is suggested that *everybody* attend this meeting. A cordial invitation is extended by the president, Thomas W. Bicknell, editor of the New England Journal of Education, the place is one of many attractions, the time is auspicious, and it is hoped the West will be fairly represented.

"CENTRAL SCHOOL JOURNAL," is the name of a new educational monthly published at Keokuk, Iowa. It starts out with *five* editors and *seventeen* contributing editors. With such an array of talent it is not long for this world.

THE system for grading country schools used by Sup't Moury, of Elkhart county, has as high a reputation as that of any other in the state. Several other counties have adopted it in whole or in part.

J. P. Patterson, of Washington C. H., Ohio, stands high as an institute worker, especially in natural science. He would accept a few engagements in this state.

THE New Jersey School Journal expired with the April number, after a precarious existence of fifteen months. It was edited and published by the principal of the normal school. The experiment cost him, besides his labor, \$500 in cash. *Next.*

D. W. DENNIS, teacher of natural science in the Richmond high school, has organized a class to make a geological survey of the vicinity of Richmond. The work will begin June 3. Fossils in the neighborhood of Richmond are numerous and varied.

THE EDUCATIONAL WEEKLY, of Chicago, after a temporary suspension of several weeks, has started again with the statement that "while the profession of teacher shall last the Weekly will last."

PURDUE UNIVERSITY.—Examinations begin June 10. Commencement, June 13.

WABASH COLLEGE.—Commencement, June 26; graduates, 18.

PERSONAL.

Professor Joseph Henry, of the Smithsonian Institute, died in Washington, May 12, in the 81st year of his age. He was one of the most celebrated American scientists of his age. His early experiments with electricity pointed the way to Morse's later discoveries. In 1846, when the Smithsonian Institute was first organized, he was made its secretary, which position he held till his death.

John Young, the candidate for State Superintendent on the National ticket, was the first president of the North Western Christian University. He was afterwards United States Consul to Dublin, Ireland. For the past eight or ten years he has been practicing law in Indianapolis, but not with marked success. He was candidate for justice of the peace at the late township election. He is over 60 years of age.

W. S. Walker, and all his subordinate teachers at Centreville, have been retained for next year.

Milton Garrigus, having accepted the nomination for State Senator, has resigned the superintendency of Howard county. Mr. Garrigus resigns his office, but does not resign his interest in the schools of his county or the state.

John W. Barnes, an Asbury graduate of '74, a practical teacher and a hard worker, has been appointed superintendent of Howard county, *vice* M. Garrigus, resigned.

F. W. Reubelt has been re-elected superintendent of schools, and Miss Annis Henry has been re-elected principal of the high school of Noblesville for the years 1878-9.

B. Wilson Smith has prepared a complete set of school blanks for trustees and teachers. Having closed his school at Brookston, he moves to Lafayette to engage in the general school supply business.

J. C. Eagle will remain at Union City next year. He has already had charge of these schools five years.

D. Eckley Hunter has been re-elected for a term of two years as superintendent of the Washington schools, at an increased salary.

J. W. Caldwell has again been re-elected as superintendent of the Seymour schools.

S. H. Hastings, the past year at Portland, has been elected superintendent of the Decatur schools.

Geo. W. Register, former school superintendent of Sullivan county, has received the nomination for Representative. If he can be elected, the schools will be sure of another good friend.

J. R. Hall, sup't of the Cambridge City schools, has been re-elected for next year.

S. S. Hamill, the Elocutionist, says that his "Summer School of Elocution," to be held at Jacksonville, Ill., is nearly full.

BOOK TABLE.

ELEMENTS OF CHEMISTRY, by Sidney A. Norton, Professor in the Ohio Agricultural College. Cincinnati: Van Antwerp, Bragg, & Co.

This little volume, of 300 pp., is intended as a text-book, not as a manual of reference. The author writes out of a large experience as a practical teacher, and has given those subjects prominence which enter most into the common affairs of life. The cardinal principles are set forth in a clear, concise way, and the experiments are such as can be performed with inexpensive apparatus. The mechanical part of the book (paper, type, binding, etc.) is of that high order we always expect from this House.

ELEMENTS OF RHETORIC, by James DeMille. New York: Harper & Bros. J. M. Olcott, Indianapolis, Western Agent.

The fresh and attractive style in which this book is written contrasts it in a marked way with most works on this important subject. Composition has for its primary object to teach "how to write books;" Rhetoric has for its chief object to teach "how to read books." As everybody reads books, everybody should study Rhetoric, that he may know how to appreciate and judge them. Could our classic English be studied as classic Latin is studied, equal culture might be derived from it; but such a study can only be pursued by means of a knowledge of Rhetoric.

The book before us gives prominence to this culture idea, and in this it is characteristic and commendable. It should be examined.

THE LITERARY WORLD, published by E. H. Hames & Co., Boston, is a 16 pp., three-column monthly, that every person interested in the better class of new books, should see. The careful reviews of new books, by competent critics, are valuable.

ALLIBONE'S DICTIONARY OF AUTHORS, in three large volumes, published by J. B. Lippincott & Co., of Philadelphia, is perhaps the finest work of the kind published. It is almost indispensable to a student of English literature.

BUSINESS NOTICES.

S. J. WRIGHT and E. O. KENNARD will hold a four-weeks' normal, at Spiceland, Henry county, Ind., beginning July 22. Lewis Jones, of the Indianapolis normal, and the county superintendent, will assist. 6-2t

A. G. ALCOTT, the elocutionist whom many teachers of the state will remember pleasantly, after a vacation of professional work for a term of four or five years, is intending to give at least a part of his time to his profession. Superintendents wishing the services of one of the best elocutionists in the West should correspond with Mr. Alcott, at Indianapolis.

STATEMENT OF THE COMMITTEE APPOINTED TO PREPARE
A REPORT OF THE NORTHERN INDIANA NORMAL SCHOOL
AND BUSINESS INSTITUTE, VALPARAISO, IND.

The fact that the Northern Indiana Normal School has been in existence less than five years, and that it now ranks first among the educational institutions of the land, has caused a conjecture in the minds of some as to how so much could be done in so short a time, and whether everything really is as set forth in the catalogue and circulars.

To satisfy all it was suggested that a committee be appointed to investigate everything connected with the school, and make a public statement of the result.

Accordingly, without any directions by the Principal, or any member of the faculty, a committee was appointed, and, after three weeks' investigation, reported as follows:

To the Public: Having thoroughly and impartially examined everything connected with the Northern Indiana Normal School and Business Institute, we beg leave to submit the following report:

Being notified of our appointment to act as a committee to investigate the condition of the Normal school, a meeting was called, at which A. L. Lamport was chosen Chairman, and O. T. Dwinell, Secretary. At this meeting the class registers, names of students enrolled present term, records, and all books that were in any way connected with the school, were by the principal placed in our hands, with instructions to examine *critically* and *impartially*.

These documents were examined in detail, and lest it might appear that our statements were copied, we resolved ourselves into committees, one to visit each building, determine its cost, number of rooms, number of students, and accommodations for boarding; another to examine the library and laboratory; another, the different departments of the school, etc.

The result of this special investigation is here given:

DEPARTMENTS—*Preparatory, Teachers, Business, Collegiate, Engineering, Musical, Fine Art, Phonographic, Telegraphic.*

Enrollment present (3d) term, to fifth week.....	1117
Number of Instructors.....	17
Number of daily recitations, not including those in the extra branches...	58
Average number of students in each class.....	44
Number of Literary and Debating Societies.....	25

The work in these societies is especially beneficial, as the improvement of the members indicates.

The "Star" and the "Crescent" Literaries, the permanent societies of the school, have, during the present year, at an expense of \$1,000, refitted their halls. These, for beauty and convenience, are not surpassed by any other literary society halls in the State.

The societies are rapidly improving, and are doing an independent, original literary work, truly meritorious.

Value of apparatus (actual cost as shown by bills)..... \$1,125

This is all new and of the best quality.

Number of vols. in School Library (including only standard works)1,205

School reports, magazines, and Congressional reports.....1,100

Number of vols. in private libraries, accessible to students.....1,525

BUILDINGS.—Cost of College buildings and grounds..... \$40,000

Cost of furnishing..... 4,500

The Chapel Hall occupies the first floor of the main building. There are seven large, well-ventilated Recitation rooms on the second floor of the main building, and in the west wing The Book Store and Normal Printing Office are also on the second floor of the main building. On the third floor are the Society Halls, with a seating capacity of three hundred.

In the east wing are found the Offices and the Teachers' Rooms.

On the first floor of the west wing is the Commercial room, one of the most completely furnished rooms in the land.

On the third floor of the west wing is the Fine Art Hall.

Cost of East Hall and furniture..... \$13,318 24

It has recently been refitted at a cost of \$2,000, and contains thirty-five suites of rooms. Cost of additional furniture, \$925.

Total value of building and furniture.....\$16,243 24

Cost of Flint's Hall and furniture... .. 13,500 00

For a yard, the lots north of this building have recently been purchased at a cost of..... 950 00

Total value of Flint's Hall and grounds..... 14,450 00

Cost of Garrison's Hall..... 5,500 00

Cost of two smaller buildings, erected for self-boarding..... 2,100 00

Total value of buildings, controlled by the Principal..... 82,793 24

EXPENSES.—Salaries of teachers.....\$13,000 00

Salaries of Clerks..... 1,200 06

" Nurses..... 1,014 00

" Janitor and other necessary help..... 1,200 00

Amount paid for fuel..... 1,064 00

Amount paid for repairs, reconstruction of buildings, and additional accommodation of students, the past year..... 3,800 00

Actual supplies for school, including books, apparatus, etc..... 1,114 25

The books, as well as other facts, show that these expenses have been even greater during preceding years.

Incidental expenses, postage, and advertising..... 2,364 59

Total expense for one year.....\$24,757 07

EXPENSE TO EACH STUDENT.—From the memoranda of several students, the following is the average yearly bill:

Board, tuition, and room rent, per year, if paid in advance \$125 00

The rooms are well furnished with everything as found itemized in the catalogue. Bed-clothing washed, rooms cared for, etc. The student has the privilege of boarding at any of the many boarding halls, of selecting his own room, and of changing either or both at any time.

Amount paid by student for light, fuel, and washing.....\$18 75
Absolute necessary expense for one year..... 143 75

The fact that the school possesses the entire confidence of the public is clearly shown by the number of buildings erected by private individuals for the accommodation of the students.

Among the most prominent are the following: The Temple, a beautiful frame structure, containing thirty separate rooms. This building was erected and furnished by Miss Christian, at an expense of \$6,000.

Mrs. Lightfoot has a new and very pleasantly situated building, containing thirteen large and neatly furnished rooms; cost, \$2,500.

Sefton's Hall, a brick structure, situated a short distance west of the College building. This Hall contains eighteen commodious and well furnished rooms. Cost of building and furnishing, \$3,000.

Dodge's Hall, a new wooden structure, containing twelve rooms. Erected and furnished at a cost of \$2,500.

Lempster's Hall, a brick structure, containing twelve rooms, erected and furnished at a cost of \$2,500.

PRIVATE ACCOMMODATIONS.—Aside from the accommodations afforded by the various halls and other buildings in connection with the school and under its immediate supervision, for all of those who prefer private rooms, ample provision is made by the citizens of the large and pleasant village which has grown up around the College.

These people are as self-sacrificing and obliging as any with whom it has ever been our lot to associate. Their houses have been constructed with a view to the special accommodation of students, and no pains are spared to make everything convenient and pleasant. Between *three hundred and fifty* and *three hundred and seventy-five* commodious and well furnished rooms are thus provided for our use.

BOARDING.—Board, which is in every respect satisfactory, can be obtained at from \$1.80 to \$2 per week.

Aside from that portion of this department which is under the immediate control of the Principal, there are eighteen independent halls, between which and those of the Principal there is such a lively competition that the board furnished is as good as can be obtained for the money. The advantages thus afforded are truly superior.

SCHOOL WORK.—It is unnecessary to call attention to the work in the class room. It is thorough, systematic, and practical. That it is satisfactory, is proven in the fact that the large majority of those entering at the beginning of the year remain until its close. There are many in attendance who began in the Preparatory Department, and will remain in the school until they complete the full course—*the best recommendation any school can have.*

We desire, however, to call attention to the fact that the classes are not so large as is generally supposed, the average number being 44 to each class.

We wish to express our thanks to both citizens and students for their kindness in aiding us to make this report. We, the Committee, having had free access to all the books, records, and such other information as was necessary to complete this report, have impartially and unprejudicedly presented the facts, not as favoring a friend, but as they are found really to exist. We hold ourselves accountable for any and everything contained in this report.

A. L. Lamport, Bristol, Ind.; Jesse Summers, Thorntown, Ind.; O. T. Dwinell, Marshfield, Vt.; M. A. Mount, Crawfordsville, Ind.; R. A. Haste, Valparaiso, Ind.; J. W. Adams, Columbia City, Ind.; W. O. George, Noblesville, Ind.; Theo. Menges, Brazil, Ind.; Charles Davisson, Sheridan, Ind.; P. T. Lewellen, Sheldon, Ill.; James H. Clark, Edinburg, Ind.

THE INDIANA CENTRAL NORMAL SCHOOL AT LADOGA, INDIANA.

The statement abroad that this school has been removed to Danville, Ind., is not true. Prof. W. F. Harper, former principal, *resigned* his position as principal, to take effect July 5, but when he learned that Prof. Warren Darst, of Lebanon, Ohio, and Rev. T. B. McManis, A. M., were to take charge of the school at the expiration of his term, he at once sought to remove the whole school to Danville. So apparent was his purpose that two of the best professors (Schurs and Woodruff), and about one hundred of the students, refused to go with him. A faculty was immediately put into the school, and in less than a week everything moved as smoothly as before.

The school is now organized on a much superior basis, both as to buildings and faculty. A fine, large, two story brick, with office, library, and recitation rooms below and chapel above, is now in process of erection—will be done by the first of September. The other buildings will be put in first class order at once, giving room, when all is completed for five hundred students.

Additions to the library and apparatus to the amount of one thousand dollars will at once be made as the money is provided. Seven thousand dollars in all, will be expended *this* year to put the school on a firmer basis.

The short term, beginning July 9, will be of special interest. 1. That Professor Darst will be present in person to give direction to the work. 2. Dr. J. Tingley, of Asbury University, has been arranged with to be present the first week of the term to give, free of extra charge, such a course of scientific and practical lectures and illustrations on all branches of common school teaching as was never given in any normal school in this state. His lectures and work alone will be worth twice the tuition. At the close of the term the county institute will be held in the normal buildings.

Board, per week, \$1.75 to \$2. Rooms furnished, including carpet, at from 40 to 75 cents per week, 50 cents being the ruling price. Tuition, \$3. Institute free. Total cost for the term of four or five weeks, \$12 to \$16.

For further particulars concerning anything you may wish to know, send a postal to

Rev. THOS. B. McMANIS, Financial Manager,
Ladoga, Montgomery County, Ind.

CHARLES H. CHANDLER, Professor of Physics in Antioch College, will give instruction in Natural Philosophy at Teachers' Institutes during the summer vacation; using only inexpensive apparatus, and showing that no teacher need be without apparatus suitable for experimental illustration before elementary classes, or for object lessons before his school. Prof. Chandler will also give instruction in the Metric System of weights and measures, aided by charts and apparatus. His address, Yellow Springs, O.

DIRECTORS.—By writing immediately to the Aid Bureau you can receive good, *live* teachers. We recommend none but those who are *trained* in their profession. Give a brief statement of your wants, stating salary, etc.

Address,
6-2t

DIRECTORS' AID BUREAU,
Lebanon, Ohio, Box 432.

THE Normal Institute of Elocution and Penmanship to be conducted by Prof. McAvoy and wife, will open July 8, and continue five weeks. Not more than ten pupils will recite at one time in the Elocution classes, and a less number can be managed for. Mrs. McAvoy will have charge of the Penmanship Department, and will give special attention to position and movement.

Tuition for both Writing and Elocution.. .. .	\$6 00
“ Elocution..... ..	5 00
“ Penmanship..... ..	2 50

For further information address

T. J. McAVOY,
119 Hoyt Ave., Indianapolis.

THE HANCOCK COUNTY NORMAL, to be held at Greenfield, July 15, will be under the special charge of W. H. Sims, superintendent of the Greenfield schools, and Walter S. Smith, principal of the New Palestine school, both good and experienced institute workers. Besides, the schools will have the additional important feature, viz: a Model School, to be taught by Miss Kate R. Geary, of Greenfield.

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HORACE MANN.*

 A. R. BENTON, A. M. LL. D.

 OUR theme is Horace Mann, the educator. In the long line of illustrious men, whose names have become household words, and whose influence, as teachers, has been indelibly stamped on their age, none stands higher on the roll of honor than Horace Mann. He is the peer of the foremost, and has left, as a priceless heritage to the American public, especially to her teachers, the inspiration of a spotless life, the charm of an all-embracing intelligence, and the power of an unselfish surrender of ease, wealth, preferment, and all the magnificent resources of his nature to the establishment of the great American idea of education, which proffers to every child of the land a free, thorough, and practical elementary education; and so comprehensive as to embrace the essentials in physical, intellectual, and moral culture.

In the realization of this conception, vast as our national domain and full of blessings for every commonwealth, his pure and lofty ambition was directed; and when this vital and arduous work had become in a measure completed, or put into the way of realization, with equal purpose and energy he turned his efforts to reform in the character, discipline, and methods of our higher education. Thus, the work of his later life became a fitting complement to the achievements of his earlier years.

* Address at the Indiana State Teachers' Association.

He struck every note in the grand diapason of human culture; so that little has been left for subsequent explorers to discover or to reclaim for the uses of education, in its principles or methods. Around these successes in common school and college education, there will forever linger an auroral light, in which his name will be read with ever increasing pleasure. His is an amaranthine glory, and so long as our common school system, with its ever increasing efficiency and possibilities, shall be held in esteem by the American people, so long will the name and fame of Horace Mann be voiced by the mouth of a grateful people.

“Master of Rugby and author of a History of Rome,” is the brief notice of the biographical dictionaries, given to the late Dr. Thomas Arnold. In him, the historian and religious polemic eclipse the educator, and he is going down in history as a stout controversialist, though he stood in the front rank of the educators of his time. How can his fame be *other*, since he declares where his chief interest centered—not in Rugby, not in grand improvements of *public* education, but, to use his own words, “the paramount interest of public affairs outweighs with *me* even the school itself.” But in the eyes of an educator, what public affairs can be paramount to the great interest of education for every child of the state?

In the great race of usefulness and renown, Horace Mann was handicapped by no such impediments. He went into the great struggle for free, universal education with no such distractions, no such hindrances. Instead of aiming to give new tone and spirit to a *single* school, of a wealthy foundation, supported by rich patrons, as did Dr. Arnold, it is the great glory of Horace Mann that he *re-created* the common school system, vitalized it with a new soul, and stamped on its forehead freedom, universality, and perpetuity. Instead of devising generous methods of education for the rich, he placed his shoulders of Atlas under the whole mass of ignorance and depravity generated in the state, and sought to raise it into the clear, pure atmosphere of intelligence, decency, and morality. The ample folds of his humane purpose were thrown around every child of the commonwealth, however humble he might be. If not the Columbus who first discovered this hitherto “terra incognita,”

he was the Amerigo who rediscovered the mainland, and associated his name imperishably with the discovery.

1. To the whole American people, if not to the world, Horace Mann was a providential gift, in his endowments, his spirit, his ideas, and his work. Like many another great teacher, reformer, philanthropist, the subject of our paper was nurtured under the stern discipline of toil and adversities. These adverse conditions, instead of crushing out aspiration, mellowed and fertilized the soil from which his manly virtues sprung. His whole nature was made intense and deep in the cause of reform. That he could thus transmute into spiritual and intellectual blessings the sharp adversities of life, is proof of the splendor and richness of those natural endowments which were so conspicuous in him. As the needle to the pole, so the nature of Horace Mann vibrated towards all that was good, generous, lofty, or philanthropic in human endeavor. His intellectual, moral, and æsthetic nature, to human eyes, seemed without a flaw; and like a diamond flashed back with untarnished beauty the supernal light that fell on it from a higher sphere.

2. With such endowments, made robust and sturdy by the tonic discipline of cheerful labor, it is not difficult to forecast the spirit with which he will project and prosecute his life work. By nature and inclination Mr. Mann was a philanthropist, and every labor of his intensely active life was impleted with this humane, philanthropic spirit.

If the simple utterance of the sentiment, "*humani nihil a me alienum puto*," could win tumultuous applause from a Roman assembly accustomed to the cruel contests of the amphitheatre, much more should that man be crowned with unfading laurels, and receive fresh honors, who has most fitly expressed that idea in works of lasting beneficence, reaching to all the unfortunates of our race.

This love of man as man—a quality absolutely essential to every good teacher of whatever degree, and without which no great or permanent success can be achieved—was never wanting in his heart. This spirit began to display itself in labors such as these: founding a hospital for the insane at Worcester, carrying out plans for the instruction of the blind, and for teaching the deaf and dumb, and throwing himself with uncommon ardor into the work of temperance reform, then in its very

unpopular beginning. Had he been known to us only in these educational and humane works, he would deserve to be held in the highest esteem by all educators for the guiding light of his beautiful and unselfish example.

Like Leonidas and his chosen band, he, with a few others of the same purpose and inspired with a like enthusiasm, planted himself in our Thermopylæ in order to arrest the invasion of the multitudinous evils of intemperance and of other physical evils, the inevitable sequences of violated laws. His whole nature glowed and burned with enthusiasm to confront in mortal combat the vices and evils of his time. No knight with loftier courage, or more steadfast devotion to some lofty ideal, ever couched his lance, than did Horace Mann go down into the arena of mortal combat with the whole retinue of inhumanities, misfortunes, and vices of our race.

In this philanthropic service, untiring and undaunted, the wealth of his rich, spiritual nature was freely poured out, and there stand before us to-day as the abundant fruitage of his life, asylums for the treatment of the insane, for educating the blind, the deaf and dumb, restrictive temperance legislation, and, above all, the realization, in nearly every state, of his magnificent conception of the common school system, good enough for the *rich* as well as for the poor, and which, in all its appointments of palatial buildings, cultured teachers, and well devised courses of study, shall lay under tribute the whole power and resources of the state. To most of these humanitarian measures, no one of our time contributed so largely as he, educating through public lectures and legislative measures the popular sentiment to the acceptance of his views. Believing that to be infidel to man, to deny the recuperative power of the race, was the greatest of all wrongs, his ardor never cooled in the pursuit of agencies, by which not only special classes of unfortunates might be improved, but, by which also, the whole race might be uplifted. Possessed of such a spirit, no one was more likely to comprehend the possible expansion of the common school system; and, without it, no one would have grasped that system in all the amplitude of its beneficent possibilities.

While engaged in these early and partial efforts for the melioration of individual and class misfortune, he was receiving a fitting training for his more comprehensive life work, that of

perfecting our common school system. With this work his name stands inseparably connected; and whatever of honor or blessing belongs to the perfected system, that is chiefly due to him. His the cunning brain, his the strong executive force that renovated its shriveled form and gave new life to a body hitherto unlovely and unpopular.

3. As an educator, therefore, the fame and influence of Horace Mann are inseparably connected with our common school system; while their growth and perfectness have been derived chiefly from the initial impulse and direction given to them by this peerless man. In the days of discouragement and neglect, when his own single, stout arm was bearing aloft the standard of universal education, he had a sure and encouraging presage of the esteem in which his work would be held. He predicted the educational spirit even of this assembly now present, and of similar associations in every state. Speaking of one of his Reports, he said: "A better work has never appeared in any language. It cannot but do immense good, and a half century hence I predict it will be looked upon as one of the most interesting documents of the age."

What, then, were the stimulating ideas which so possessed him, that he surrendered his rich endowments, cultivated powers, and his political preferments to the then neglected cause of popular education?

The first idea, and one in which he had the most unwavering confidence, to use his own language, was this: "The common school is the greatest discovery ever made by man. To this prince among educators was it reserved to teach how this idea could be wrought out and applied, so that all its beneficences may be realized. Its two great characteristics of universality and the timeliness of the aid it offers captivated his imagination and reason. In the capabilities of the system he saw an embrace broad enough to encircle every child that comes into the world, and preventive power strong enough to fortify the physical and moral nature so as to make it, like the fabled Achilles, almost invulnerable in every part.

These ideas fairly grasped and their power felt, led to an entire change in the purposes of his life. Though he had already entered on a lucrative practice of law, and was steadily rising in political preferment, these he cheerfully resigned to accept

the office of Secretary of the Board of Education of Mass. This he did in 1837, on the beggarly salary of \$1,500 per annum, of which, in his cheerful optimism, he said, that he would take his revenge on the legislature, for he would do them more than \$1,500 worth of good.

The purpose of this office was to collect and diffuse information respecting the common school system, and to arouse public interest in behalf of popular education, at that time languishing or almost dying out. With surpassing ardor and industry he proceeded to cultivate this unpromising field, which, under the skillful husbandry of his hand, was soon to become fragrant and fruitful, as the garden of the Lord. Entering on this work of labor and sacrifice, he wrote, "In this work there must be a higher object than to win personal esteem, or favor, or worldly applause. A new fountain may now be opened. Let me strive to direct its current in such a manner that if, when I have departed from this life, I may still be permitted to witness its course, I may behold it broadning and deepning in an everlasting progression of virtue and happiness." Animated with such a martyr spirit he leaped to the front, to engage in close grapple with the dark trinity of ignorance, vice, and crime; while on his lips was the sublime prayer, "God grant me an annihilation of selfishness, a mind of wisdom, a heart of benevolence"—and mightily was that prayer answered.

2. Another idea, which shaped the career of Mr. Mann as an educator, and which largely through his agency has become incorporated into the common school system, was that of having the rich and the poor educated together.

The only classification in American society which was tolerated by him, was that of the educated and the ignorant. When he entered on his work as secretary, the idea of a common school good enough for the rich, had become nearly obsolete. The primitive idea of the common school had been so far departed from, that schools had degenerated into neglected resorts for the indigent and the socially unclean; and as the rich turned from their support, the best talent and education could not be engaged to impart instruction.

To remove this stigma put upon honorable poverty, and to provide free education for every child of the state, under the most skillful instruction, was the crowning work of his life

This magnificent conception could be realized only by remodeling the entire system, and creating a new public sentiment in respect to it.

According to his ideal, the system, as remodeled, embraced ample provision of public funds for its maintenance; a system of professional normal schools for the education of teachers; the maintenance of teachers' institutes; school houses constructed for health and convenience; district libraries; apparatus for illustrative teaching, and improved methods of giving instruction. And auxiliary to all these appliances, he labored for such an educational revival, among all teachers under the new order of things, that a noble enthusiasm and *esprit de corps* might supplement the neglects and defects of other school officers.

To the teacher of the present, these ideas and their utilities, wrought out with comparative completeness in every state, on the frontier as well as in the older states, seem almost commonplace, the beginning of which belongs to some remote past. Yet, it is "just forty years ago" that this system, as now by law established in the states, was inaugurated; and to Horace Mann the country is more indebted for its speedy coming and right direction, than to any other person.

Moreover, the subject of our sketch was no idle dreamer of Utopian schemes, no impracticable theorist. He was conspicuously a worker. Unlike Rousseau, who could write divinely of the best method of educating children, and yet abandon his own to the cold charity of a foundling hospital, Mr. Mann worked out his ideas fully and conscientiously. Though a subtle thinker, a wise projector of comprehensive plans for human improvement, what is most rare for such a mind, he was a most indefatigable worker. Though of fragile constitution, his labors were Herculean. Of sensitive spirit beyond the range of common men, he bore up bravely in the face of all discouragements. At the beginning of his career as an educator, these words were extorted from him: "If I were not proof against slights, neglects, and mortifications, I should abandon this cause in despair. These neglects put me to the proof." "He was our conscript" in this war for free schools;" "on him the lot fell, and in fighting our battle was so marred."

His first great work was to commend the cause of popular education to the fostering care of the government of his state.

This, which is now regarded as the normal order of things,⁹ was then regarded with distrust, often with hostility. He always spoke of himself as a *pioneer* in this movement, and used to say that he hoped to prove a match for *secondary* causes—meaning thereby the legislature—but if the *first* cause has doomed our overthrow, I give it up; but if anything short of that, I hold *on*. Where in ancient or modern times can be found a more splendid example and model for the persevering teacher?

3. He also saw clearly that unless teachers of ability and culture were provided, the schools must languish, as they had hitherto done. It is in evidence, that no legislation in behalf of the improvement of schools had occurred for a century and a half, and whatever improvement had been made was almost entirely due to other causes. Under his wise and wholesome teaching, within two years from his accession to office, he had so far moulded legislative opinion that he was authorized to establish a normal school at Lexington—the first one instituted this side of the Atlantic. On the day of its opening, an eager crowd of three presented themselves as candidates for admission, and six years after, the state speaking through the mouth of its governor, in his annual message, had not a word to recognize the existence of such a school, or the improvements effected by it. But Mr. Mann persisted, founded another normal at Barre, said they *must* succeed, and succeed they did.

4. Another work performed by this apostle of education, and which was fundamental in the firm establishment of the school system by legislative action, was the diffusion of intelligence among the people. This was preliminary to the permanent elevation of the schools. This was the expressed purpose for which the office of secretary had been created, and in his hands it became a most powerful and beneficent agent.

Of it he said, "Such a forcing pump was never before invented; it only needs to be used vigorously, and it will inject blood into every vein and artery of the body politic." With a roving commission from the state he preached a crusade, appealing to every lofty motive that can stir the hearts of men.

To the practical man of his native state, the statistical information he gathered, the marshaling of economic facts, and the application of these facts to the development of the strength and dignity of the state, had the force of demonstration.

The essential relations of ignorance, as the parent of unthrift and crime, the wastefulness of untrained intelligence, and the causal relation of popular intelligence to the prosperities of men, their physical enjoyment, their moral and religious elevation, were set forth with startling distinctness, with a power of argument and such a fullness of illustration, as almost to compel acceptance. The state, small in its area, rapidly outstripped by others in numbers, and having no natural resources from which to draw accessories of power, seemed on the point of falling into contempt of her more imperious and aggressive sisters—a very Cordelia, she, among the haughty Gonerils and Regans of the national family. Unable to challenge attention by her numbers, he sought to command it by character, and if a smaller star in the national galaxy, he would have her outshine others by the splendor of her light.

In the ten years of his incumbancy of this office, under his powerful advocacy and wise administrative reforms, the amount paid the teachers of the state was doubled, and all the appliances of the school room were correspondingly improved and increased. At the close of his long and arduous labors in the cause of popular education, his unimpeached testimony is “that whatever of character at home or renown abroad Massachusetts may possess, all has been evolved from the enlightened, and at least partially christianized minds, not of a few, but of the great mass of her people; and this force has been awakened, and its unspent energies replenished, more than from all things else, by her common schools.

The seeds of this system, scattered by his prodigal hand, first in his own state, then borne like thistle-down to every state of the Union, have sprung up throughout our wide domain with an enriching harvest of intelligence, prosperity, morality, and religion.

While thus engaged in remodeling the common school system of the country, two episodes in his educational experience occur, which can only receive the briefest mention; one was his visit to Europe, the other his career as a member of Congress. The trip to Europe was ostensibly for recreation from his protracted and exhausting labors; but true to the instincts of his nature and to his high sense of duty, the time was diligently devoted to the study of the excellencies and defects of foreign

schools, the result of which he embodied in a most elaborate report, which ranks almost as classic in school literature.

This careful inspection was made to satisfy no dreamy curiosity, but in order that school methods and school discipline, tested by large experience, might be transplanted with the least possible delay to the receptive soil of this new world.

As a legislator, he was appointed in 1848 to fill the chair made vacant by the sudden death of the "old man eloquent," John Quincy Adams. Sharing the sentiments of that illustrious champion of freedom, Mr. Mann, by his eloquence, his character, and his flawless integrity, seemed the most fitting successor, for maintaining with forceful advocacy the principles of liberty, as against the encroachments of slavery. In accepting this office he was guided largely by the importunity of friends, and he soon saw, on reflection, that this new office had essential bearings on the great cause he had at heart. Without severing his connection with former labors, he accepted office, and before the highest tribunal of our country, as well as in legislative halls, his clarion voice rang out in behalf of the claims of justice, liberty, and humanity, and always with effect. Yet in the midst of such a career of fame and influence, his heart turned to the work of education, for a time remitted, but never abandoned. From the day he put his hand to the plow he never turned back to unworthier pursuits or to more fascinating employments. From Congress he writes, "I long to get back among the boys and girls of the Massachusetts' schools." Though his the enviable gift and power "the applause of listening senates to command," his heart ever turned with idolatrous devotion to the young, whose education, physical, intellectual, and moral, was the engrossing concern of his life.

In passing, it would be great injustice to his school labors not to make distinct mention of the educational literature with which he has enriched us. This is so copious and complete that an entire address would be needed to give it adequate presentment.

It must content us simply to remark, that every topic pertaining to this vast and complex interest, ranging from the location of the school house up through all the minutiae and details of plans and processes, was touched by his master hand with an eloquence unsurpassed in any forum, and with a power of mo-

tive that swayed the whole country to the acceptance of his views.

Time fails me to present, at any considerable length, his work in the department of higher education. The same broad principles and generous sentiments animated this, as well as his former work. Besides, he sought to give practical exemplification to ideas and methods which were then only vaguely conceived by others, and by the most of educators challenged or denied.

"The beautiful attribute of the enterprise," as he phrased it, attracted him to Antioch College in 1852. The hoary traditions and prescriptive customs of older colleges and universities did not stay his iconoclastic hands. He was a reformer in what needed reformation. This was the Pharos guiding him into new and unexplored seas.

His purpose, as expressed by himself, was to transfer the more improved methods of instruction and discipline, and the advanced ideas of education, from the East to the West.

These cherished purposes may be set down in a general classification as threefold: 1. To open wide the door of higher education to women as well as to men. 2. To place college government and motives on the enduring basis of conscience, as against penal legislation and prize competition. 3. That manly and religious character are to be trained with even more care than the intellectual powers.

For this mode of discipline and moral culture he combined, in his own person, the spiritual and practical graces of an Oberlin and a Fellenberg.

Though greatly embarrassed by the financial management of the enterprise, for which he was in no manner responsible, and sometimes also by his anti-workers, he succeeded in the great purpose to which he was now consecrated. This was "to organize the institution, stamp certain great features on it, and to give it its direction and momentum."

In the midst of these labors, which he regarded as the fitting culmination of his life work, he was cut down, full of honors, as he had been of usefulness.

We have spoken of Mr. Mann as an educator of men in the mass—as one peculiarly endowed with what may be termed educational statesmanship. Besides this, he possessed a personal

power, wonderfully stimulating. Those who enjoyed his instructions felt the kindling heat of his enthusiasm, his love of truth, and the powerful intellectual impulse striking out new thoughts, as by some spiritual percussion.

This man, now canonized in the Pantheon of the world's great educators, has left to all teachers the lessons of the beauty of self-sacrifice, the rewards of persevering philanthropy, and of the homage instinctively accorded to the grandly heroic soul "which would rather take a step forward and die, than one backward and live." But of these we cannot now speak, and close, expressing the hope that the teachers of to-day may so study the *spirit*, *purpose*, and *work* of our heroic pioneers in education, that they, too, may catch some of the inspiration that gave to their lives a lustre of fame which is imperishable. If this shall be done, the earnest longing of him whose educational work I have but scantily set before you, will be realized. That desire, the impulse of all his purposes and all his labors, shall be expressed in his own words, as his last inculcation and charge to us:

"What I long above all other things on earth to see—what prophets and kings might well desire to see, but as never yet have seen—is a glorious brotherhood of teachers, whose accomplished minds and great hearts are bound together by their devotion to one object—and that object a desire to reform the world—to reimpress on the heart of man the almost obliterated image of his Maker."

TEACHING TEMPERANCE IN THE PUBLIC SCHOOLS.

GEORGE W. HOSS.

IN my last article, I said I would try, in my next, to suggest something as to the "*how*" of this work. This is the difficult part. 'Tis not difficult to enumerate the evils—the horrible evils of intemperance, and to affirm with confidence that something ought to be done. Nor is it difficult to say the public schools should do something; but to say just what and *how*, is not so easy.

I venture, under this last head, to suggest, (1) *direct teaching*; (2) this teaching to be *simple* as possible. Example: Suppose you are trying to show the evil effects of alcohol on the brain.

1. You can, through the observation of each pupil, impress the fact that liquor affects the brain. Any child that has heard a drunken man talk, or has seen him try to walk, will say his mind is affected. Second, to impress the fact that this is the effect of alcohol on the brain, turn to Prof. Brown's Physiology, Dr. Lee's Text-book on Temperance, Dr. Youmans on Alcohol, or Carpenter's Physiology. In these, and kindred works, the pupil will learn some of the solemn, startling effects of alcohol.

Third, experiments. Show from the text that a portion of the brain is albumen, and that the white of an egg is nearest like it, and, as a consequence, that the effect on one will be kin to the effects on the other. Verify this by the "egg experiment." Take the white of an egg and pour it into a glass; then pour in two or three table spoonfulls of alcohol; then stir or shake them till mixed, when the egg will become hard, as if cooked.

Each teacher can make his own comments, but it will not require much comment to impress a class with the fact that such a condition of brain is not favorable to clear or vigorous thought. Carry this round to the incoherent mutterings, the unsteady gait, and angular movements of the drunkard, and even a young pupil will get the idea of cause and effect. If so, a valuable and a permanent lesson has been taught. The teacher can accompany this by suitable remarks on the nature and function of the brain, on the imperative duty of preserving it sound, on the evil, the wickedness, of wilfully injuring it.

No teacher will hesitate in this work, I hope, on account of a little extra cost for text-books. Scarcely any one attempts to teach grammar, arithmetic, or algebra, without two or three books on the subject. This work will require books; the earnest teacher will not hesitate because of this.

As a means of obtaining books, and at cheap rates, I would recommend the National Temperance Publishing House, New York. Here almost any sized work may be obtained, from the "Leaflet" up to the eight-hundred paged volume. To name these would make an article: I name two or three which every

temperance worker should read. "Our Wasted Resources," Dr. Hargraves, \$1.25; "The Prohibitionist's Text-book," \$1.00; "Alcohol and the State," Judge Pitman, \$1.50. To these should be added the Children's Catechism for class use. These cost but 50 to 60 cents per dozen. A catalogue, which will be sent on application, will reveal more fully what the faithful worker wants to know.

I close by reminding teachers that what we want to appear in the life of the nation must go into the public schools. If we want a nation of noble, intelligent men instead of a nation of drunkards, Congressmen uttering maudlin idiocy while making laws, we must teach the principles of temperance in the public schools. To-day the nation is groaning under this sin, this curse, this madness of drunkenness, and is asking help. The public schools can help, and, under God, they must.

HOW TO SECURE THE CO-OPERATION OF PATRONS IN SCHOOL WORK.*—Concluded.



S. D. CRANE, Sup't of Lagrange County.

Official Visits.—County Superintendents may do something to secure the co-operation of patrons during their official visits. They may, in districts where the school is backward, give notice of their visit beforehand, and invite the patrons to be present. Then, in the presence of these patrons, they may conduct the recitations in such a way as to point out the deficiencies, and by making a direct appeal to the patrons' judgment and common sense, enlist their interest and secure their co-operation in the work of the school.

You see, gentlemen, that I base all my arguments in favor of this aid, upon first securing the attention and interest of these patrons. These patrons, as a rule, are willing to help when they are once brought to see the importance of the school, and the means needed for its success. Many times there will be a lack of books, and it will be so apparent that the parent, if he is there, will see it; and if not there, his neighbors find it out,

* Read at the Fort Wayne meeting of county sup'ts in April, 1878.

and he is spurred up and made to get them; or if there be any present who are really too poor, the sympathy of the people is aroused and they offer aid and succor in time of need.

It may be, some of the pupils are really very deficient in *actual* knowledge when their parents have been made to believe the reverse to be true; or the pupils may have been crowded into books faster than they were qualified, much to the injury of themselves and the hindrance of the class. Pupils may have been often tardy or absent, creating serious results to the school; these evils may all be earnestly and quietly pointed out by the judicious, wide-awake superintendent, in such a way as to secure the hearty co-operation of the patrons, and their approval and "God bless you," when he takes his leave. Try it, friends.

Grading.—Grading of the country school is another effective means, because it calls attention to a course of study, a system, a unity of purpose in the school, a harmony of action. All these being necessary to make the grading a success, there must be constant reference to the grade, and the more advanced pupils having entered upon the course, their parents become interested in their success, and through their influence the more backward are drawn in, *their* parents become interested, and gradually the grading becomes a nucleus about which pupils and patrons cluster. The teacher, if he be in sympathy with the grade, and he ought to be, because the better the grading is done the more complete the grade, the more orderly, systematic, and thorough will be the school, will, at the same time, lessen his burden and increase his power to benefit the school.

Who does not know that before the schools in our towns were graded there was not the general interest and co-operation of patrons that there is now? Just look, if you please, to the nature of the grade and the course of study, as it affects the school, and I think it will not be difficult to see that its tendency is to unity of thought, unity of action, and unity of purpose, none of which can be secured without the co-operation of patrons. To be sure, there are some drawbacks in grading country schools not found in town, but they may be in a measure overcome, and the grade made so good that excellent results will be secured through this means.

Lectures.—I have found that a lecture now and then in the

districts, aids very materially in securing the co-operation of patrons. While visiting the schools county superintendents may occasionally call the people together and talk to them concerning the interests of the schools. These talks, in order to avail anything, should be studied and right to the point. Strange as it may seem, yet it is nevertheless true, that people do not, as a rule, understand many things pertaining to the schools and the school law. They get erroneous ideas concerning county superintendency, the powers and duties of patrons at school meetings, and many other matters of importance to the schools. These may all be explained, and if done earnestly, in an unostentatious manner, will aid very materially in securing the assistance of patrons. A superintendent should never lose an opportunity to talk up school questions, for patrons, if brought to see them in a right light, are generally willing to give their countenance and support.

Tardiness, absence, lack of books, and many other things of a like tendency to injure the school, should be kept before the people continually, until a public sentiment is created that will cry them down. The school system of Indiana is more in danger of being injured through a lack of interest and a general apathy, than from any other cause which I know, and it behooves the earnest teachers, educators, and friends of the schools to sound the loud trumpet over the dark sea of ignorance and superstition. Make the blast loud and long, until there shall be a general waking up all along the line. We boast of our glorious system of free schools, while at the same time we are dying of ignorance. We glory in our educational advantages, and yet only about 55 per cent of our pupils are in school, on an average, seven months in a year. We settle down into a kind of self-satisfaction for the good things we have and go to sleep; we wake up, and, like one of old, the scales fall from our eyes and we see our true condition. Our good things flee from us, like shadows before the wind. Ignorance is stronger than knowledge when it exists in so much larger quantities, and although there is no tax paid so willingly as the school tax, and the people are generally more prodigal towards the school than anything else, yet there is not the interest in the schools that there ought to be.

Educational Exhibits at County Fairs.—For a number of years

the people of the State of Indiana have paid tribute to industry by meeting at some convenient place in each county, and holding a fair. In these fairs there has been a premium for the best productions. A tribute has been paid as a reward for industry and genius, but why this has not been extended to the schools is a matter which I cannot determine. Are not the results of the schools of as much importance as those of the farm? Shall we not encourage the teachers as well as the farmers and mechanics? Will not our interest in the schools be quickened, and a co-operation of patrons, pupils, and teachers be secured that will more than compensate us for the time and labor necessary to secure such an exhibit? I leave these questions for the working, thinking educators of our state to solve. To my mind, this object and this alone should be sufficient to stimulate every teacher and school officer to action in this direction. In educational work I dwell largely upon the principle so well understood by the politician, "to keep it before the people," for every useful, truthful theory promulgated before men will succeed, if rightly managed and earnestly persevered in.

Circulars and Manuals.—I come now to my last division of the topic which I have had for discussion. In Lagrange county I sent out a blank early in last term, for the purpose of securing the names and ages of the pupils, and the post office address of their parents or guardians. I intend to put this to several uses. In the first place, I wanted to know who were patrons of our schools; I wanted to become acquainted with them. Secondly, I wanted to know who were dodging out of their own district into another, without any permission from the trustee, and also the reason for their so doing. Thirdly, I wanted to send them a circular occasionally, cheering on those who are in sympathy with our schools, and spurring up the careless and indifferent to a more active service and support of the schools.

At the close of the winter session of schools I sent out a term report, blank, to be filled out by the teachers and forwarded to my office. In this report there are the names of all those pupils who had been often tardy, who had caused the teacher considerable trouble in governing; the names of those who had been suspended or expelled from school, and the post-office address of their parents or guardians. As soon as it became known among the pupils that such a blank had been sent to the

teachers, there was a general revival along the line. Pupils tried to be more prompt, were not so disorderly, worked harder, and, of course, with corresponding good results. I am preparing a circular to send to the parents of these pupils, and if I was ever inspired to say stirring, earnest, truthful words in defense of the common schools of the State of Indiana—if I ever prayed for Divine guidance to wake up the slumbering genius of those who, dead in ignorance and blind to their own best interests and the welfare of the best government on earth, entirely unconscious of the fact that they are responsible for the acts, happiness, usefulness, and immortal welfare of their children in a greater or less degree, I pray that I may be able, now, to awake the slumbering energies of these people and secure their aid in this mighty and all-important work.

In conclusion let me say, if you want to secure the co-operation of your patrons, get full of enthusiasm. Believe in schools, become conversant with them, be in earnest, active, and brave to do; avoid all showy, skim-milk processes; get that overpowering earnestness that will laugh at opposition, and say it shall be done; infuse it into your teachers, institutes, press, reports, visits, lectures, circulars; in fact, everything, until it diffuses everywhere, and the co-operation will come in the wake, carrying everything before it. Study, thought, drill, and work are necessary to secure that eloquence which is born of earnestness, brooks no delay, and will not be overcome.

HISTORY.—V.

PREPARATION FOR THE DISCOVERY OF AMERICA—*Continued.*

Printing.

THE credit of discovering this art is claimed by the Dutch for Lawrence Coster between 1420 and 1426; and by the Germans for John Gutenberg, about 1440 or 1450. The names of John Faust (or Fust) and Peter Schoeffer also appear in the history of printing, with some claims to honor; but these men were capitalists furnishing money, and not inventors. The great invention of Gutenberg was not that of printing with movable

types, for that had long been known. His work was the invention of the type-mold, by which metallic types could be rapidly and accurately produced. So complete was this invention when it left his hands that it is the only method of type-making now in use, not having been materially improved from that day to this. Previous to Gutenberg's time every letter was engraved by hand on the type, and consequently, book making on an extensive scale, by the use of such types, was an impossibility. Gutenberg, like many benefactors who have preceded and followed him, was thought crazy and visionary by the people of his own time; but like Galileo, Columbus, Stephenson, and Goodyear, he felt that there was laid upon him the accomplishment of a work which was to prove a benefaction to the world. This feeling, and a sublime faith in his ability to perform the work, sustained him under discouragements which would have crushed a mind uninspired by such ideas as sustained him.

This invention was exceedingly opportune. It was at a time when men's minds were awakening from the lethargic sleep of the Dark Ages; when there was an intense desire to know more of the world; when a few truly scientific men were investigating the laws and forces of nature in a systematic way; and when men were beginning to think for themselves in religion as well as in science. Printing was needed to preserve and disseminate the results of these imaginations. If Gutenberg had preceded the American discoveries of the Norsemen, and printing had then been in as general use as it was in 1492, the world would hardly have needed the services of a Columbus. By means of the press Columbus was enabled to accumulate sufficient material from the travels of Marco Polo and others, from the published works of the German Geographers, and from the reports of the Portuguese discoveries, to construct his theory of the earth and of a western route to India. Printing is "the art preservative of all arts." By it each generation is enriched by the accumulated wisdom of all the past.

"Mightiest of all the mighty means,
On which the arm of *Progress* leans,
Man's noblest mission to advance;
His woes assauge, his weal enhance,
His rights enforce, his wrongs redress,—
Mightiest of the Mighty is the Press."

References.—Cyclopedia articles on Printing, Gutenberg, Coster or Koster; The Great Industries of the United States; Parley's "Benefactors;" John Gutenberg, in Scribner's Monthly, Vol. XII, May number, p. 73. ♦

The Reformation.

The Reformation is that great spiritual and ecclesiastical reform which took place in Europe during the 14th, 15th, and 16th centuries, and which divided the Catholic Church into two great opposing parties, and finally resulted in the establishment of the various ecclesiastical denominations of Protestant Christendom.

Causes.—1. *The Crusades.* They brought the common people and the clergy into nearer relations, and the people saw, to a certain extent, the degraded state of affairs in the church. The cloud of mystery which had so long hung over the chair of St. Peter, filling the nations with awe, was partially dispelled.

2. *Invention of Printing.* This brought about a general diffusion of knowledge by reducing the cost of books, thus enabling the poorer classes to profit by the translations of the Bible and by the thoughts of the great men of the day.

3. *Establishment of Universities.* The organization of universities of learning in all parts of Europe threw many great scholars into the world, and gave a wonderful propelling power to freedom of thought.

4. *Immorality of the Clergy.* The clergy, as a whole, had lost all ecclesiastical discipline, and crimes were common among them. They became luxurious and ambitious; and, as the revenue of each was too little for his avarice, it became the fashion to seize that of others—to pillage, assault, and oppress inferiors.

5. *Illegal Election of Urban VI.* This election, which occurred towards the close of the 14th century, caused the dissatisfied cardinals to elect Robert, cardinal of Genoa, pope, under the title of Clement II. Europe was about equally divided in support of the two claimants. From this period the power of the pope declined. For forty years after this there were constantly two, and sometimes three popes, each claiming to be the head of the church, and each denying the infallibility of the other. Councils were formed which endeavored to settle the

disputes and determine the true pope. The councils claimed jurisdiction above that of the popes.

6. *Sale of Indulgences.* The immediate cause of the Reformation was the sale of indulgences. The system of indulgences, as first practiced, consisted in the imposing by the church of certain good works as a partial substitute for the penances prescribed for certain offences. The payment of sums of money was gradually substituted for the performance of the good works. This money was at first regarded as alms, of which the church was to be the dispenser; then it was used for religious purposes, such as building churches and founding hospitals and monasteries; finally, it was received for the purpose of gratifying the extravagance and avarice of the popes. Plenary indulgences were not granted till the time of the crusades. When the popes had gotten into the practice of selling these indulgences it became the means of taxing all Christendom. The agents who sold them used every means to insure success in their sale. Tetzel, one of these agents, boasted of saving more souls from hell than St. Peter had converted.

Effects.—1. Intellectual. The Reformation was favorable to the development of the intellect. The Catholic religion substituted the decrees of the popes and the councils for the judgment of the individual. The Reformation proceeded upon the principle of free inquiry in matters of religion, and this would lead to free inquiry in matters of science as well. This free inquiry did much toward destroying the old Ptolemaic notions of geography.

2. *Change within the Church.* The outside pressure caused a reform within the Church. It also caused a change in the attitude of the Church towards science, and especially towards navigation.

3. *It augmented the Power of Kings.* Before the Reformation, kings and other rulers were subject to the papal authority. Now they were, in a measure, their own masters. This gave them freedom to engage in maritime and other enterprises without consulting the wishes of the papacy. Not only this, but the breaking up of the excessive sale of indulgences left more money to be used in these enterprises.

References.—Any good Cyclopedia, or work on General History; Dew's Digest of Ancient and Modern History; Draper's Intellectual Development of Europe; Fisher's and D'Aubigne's Histories of the Reformation; Life of Martin Luther; Life and Times of John Huss.

WRITING.

LURA MILBURN.

IN former days, children were not taught to write until they reached the Fourth Reader, and even then there was no writing done, except in the copy book. The time unoccupied by recitation was supposed to be devoted to study. The pens were exceedingly primitive, consisting of quills plucked from "the bird of Rome," and one of the teacher's most important duties was making and mending the pens. The Redletter Day in the boy's calendar of school-life was that upon which he brought his newspaper covered—sewed together—foolscap paper copy book and received his first copy, according to the good old style of pot hooks, fish hooks, meat hooks, and crowbars. When he had advanced far enough to be able to make all the letters of the alphabet, he was elevated considerably more than halfway up the pinnacle of pride and vanity, and when he wrote words and sentences, he reached the summit.

It is said that writing is *still* a neglected art in our schools, and that one of the principal reasons for this is, that not one teacher in twenty is capable of teaching it. He knows nothing of elements or principles, has no arbitrary forms, excepting those of his own feeble creation, for a standard. He does not realize sufficiently the importance of this branch either to seek a better method of teaching it, or to improve his own. Another reason perhaps is, our glorious American spirit of rush and hurry. We are too impatient to practice movements and turns, so we dash away, and hence we are a nation of scribblers. We believe that as soon as a child is old enough to learn to read, it is old enough to learn to write. The little hands that are large enough to toss a ball or roll a hoop, are large

enough to hold a slate and use a pencil. We would teach the primary pupils letters first and principles afterwards. After they become familiar with the form of the letters, they will more readily perceive their dependence upon, and formation from principle.

A method which we have seen, and have used successfully in this grade, is this: In addition to the half hour's special lesson in writing, we placed upon the board, each day, sentences from the reader in script letters, and the pupils were drilled in reading them, endeavoring to have them recognize the written word at sight, as readily as the printed. The formation and use of capitals and punctuation marks form a part of the lesson. These sentences they were required to copy upon their slates, as neatly and correctly as possible. The words arranged for spelling lessons in the reader were also placed upon the board in script, and spelled both as a class and individually from the copy. Thus were taught the *names* of the letters.

The slates will present, at first, the appearance of a stone covered with Egyptian hieroglyphics, and the teacher seems like the voyager who, looking out over the black waste before him, sees only strange and irregular coastlines; but, in a short time, they present a more systematic appearance; on this side peers forth the familiar form of "i," on that "o" reveals its rounded face, there "b" and "l" raise their lofty heads, and soon all the well known outlines of the Land of Letters lay outspread before him.

One of the great advantages of this method is that it keeps the children employed. The five minutes spent after each recitation in correcting the slates are far from lost, and would otherwise have been spent in punishing offences which the teacher might have prevented. The child, in the First and Second Readers, is too young to study. It does not know what the word means, but it can use its fingers, and nothing will delight it more than to be given something to do. Teach it to write its own name; even children of a larger growth delight to do that. You will find that it will not be content to remain unemployed, but as soon as one task is finished will ask for another, and you will have secured the greatest possible aids and incentives to progress,—the child's own curiosity and ambition. In teaching penmanship in school, we have but little more to offer based

upon experience; but theorizing may be of some interest also, and, perhaps, as useful as facts.

We think it well to decide on one system of penmanship and confine oneself to that. Each system contains some good points, but you will fail in teaching writing successfully with the best system on record, if you do not understand it. It is not what there is in it, but what you can get out of it that makes it valuable to you. A teacher, though an ordinary penman, if he have ability sufficient to enable him to teach other branches successfully, can teach writing by mastering its principles and insisting upon a strict adherence to them.

We prefer to use printed forms in the copy books, because these economize time, and should the head of the school be changed, the scholars will not have to change their handwriting. They write from the mental concept they have of the letter, hence if it be pictured correctly to the eye, practice in compelling the muscles to obey the will is the most important duty. He should know what is to be done, and should prepare for a lesson in writing as elaborately as for any other recitation. A good way in which to prepare for the lesson is to take the book which the scholars are using and write in it himself in advance. He will thus notice the difficulties and be able to forewarn and aid his pupils in overcoming them. By questioning, he can draw forth from the class all the peculiar points of the copy, and teach them to cultivate judgment of form and habits of observation. The blackboard can be used to great advantage by drawing the copy correctly, then erroneous forms to illustrate the faults into which the pupil is liable to fall, and comparing letters with each other. When the scholars have thus had the subject-matter of the lesson placed before them, the next point to be considered is, "How shall they execute the work?" We think the first thing requisite is a correct position. Much patience and firmness is often necessary to secure this. The pupils should be shown the reasonableness of the rules laid down for the position of body and arms, hands and fingers, and then induced to maintain it in all respects. Criticism by the pupils, when practicable, is often attended with good results. Rapidity should not be allowed to take the precedence of legibility, for however *numerous* characters are, if they cannot be read they are of little use.

OFFICIAL DEPARTMENT.

CODIFICATION OF THE SCHOOL LAWS.—Continued.

Section I of an act approved March 14, 1877, reads as follows:

*"Be it enacted by the General Assembly of the State of Indiana, That all sums of money now remaining in the hands of the township trustees, arising from surplus dog-tax fund, shall be, upon the taking effect of this act, placed to the credit of the tuition fund of such township, and shall be expended as other tuition funds of the township are expended. The township trustees of the several townships in the state are hereby authorized to pay the same to school trustees of incorporated towns or cities their proportion *pro rata*, according to the enumeration for school purposes within such township."*

In interpreting this statute, several important questions arise. Prior to its passage the surplus dog tax held by any township trustee on the first day of March, each year, was required to be paid into the tuition fund of such township, and no part of such surplus dog tax could, by law, be paid to a city or town school board. If the township trustees did their duty under the former law, no surplus dog tax remained in their hands on the approval of the act of March 14, 1877. If they had not done their duty, and such surplus did remain in their hands, it is evident that the legislature intended that the cities and towns should share in the distribution of such surplus. But there is no repealing clause in the act of March 14, 1877, and the strict letter of it, namely, "that all sums of money *now* remaining in the hands of township trustees," *i. e.*, on March 14, 1877, has no reference to the year 1878, or any subsequent year. It thus becomes a serious question whether the trustees should be governed in their future distribution by the act of March 14, 1877, or by the former act. There are also one or two other questions which will readily suggest themselves upon reading section I of the act as quoted above.

5. Clause 19 of section I of an act approved March 1, 1877, describing the powers and duties of the civil officers of incorporated towns, reads as follows: "And said board of trustees shall have power to levy and collect annual taxes, not exceeding thirty cents on the hundred dollars valuation, on all property subject by law to taxation for the support of town schools within their said corporation." The board of trustees referred to in this act is, beyond question, the board of civil trustees of the town, and not the board of school trustees. The school law already provides for the election of school trustees in incorporated towns, and gives them authority to levy a tax for the purpose of building and repairing school houses. Indeed, by the school law, it is the duty of the school trustees exclusively to take charge of such matters. There is no repealing section in the act from which the above nineteenth clause was taken. Was it the intention of the legislature to abridge the duties of the school trustees of incorporated towns and to require the civil trustees to perform the duties so cut off; or was it its intention that the school trustees should still have power to levy a tax for special school purposes, to build school houses and maintain schools in them, and that the civil trustees of a town should also have power to levy another tax and build other school

houses, and thus maintain another school system? It is impossible to answer this question by reading the statute.

6. Section 3 of an act approved March 8, 1873, provides, among other things, that persons residing outside a town or city in which certain bonds have been issued for school purposes, "and electing to be transferred to such town or city for educational purposes, or who shall send their children to a school taught in such building, shall, with their property, be liable to such tax as if they resided in such city or town, on all property owned by said person in the township where such city or town is located." By a previous statute, a general system of transfers of persons for school purposes has been established, by which it is universally the case that when a person is transferred from one corporation to another—for example, from corporation "A" to corporation "B," the property of the person so transferred, which is situated in corporation "A," is taxed for school purposes exclusively for the benefit of corporation "B." All of the property of the person so transferred that is not situated in corporation "A," is taxed for the benefit of the corporation in which it is situated. Now, refer to the part of section 3 quoted above, and suppose that the city "B" was created out of a part of township "C," and that a person was transferred to the city from township "A." It is evident that the property of the transferred person, situated within the township in which he lives, is, by the new rule, not taxed for the benefit of the city, and that whatever of property he may have situated in township "C," in which he does not live, is taxed for the benefit of the city. This is a violation not only of the rule of justice, but of the general law governing transfers all over the state. A slight change in the phraseology of the part of section 3, quoted above, would be sufficient to make it in harmony with the spirit of the law.

7. By section 6 of an act approved March 8, 1873, it was made the duty of county superintendents "to examine the dockets, records, and accounts of the clerk of the courts, county auditor, county commissioners, justices of the peace, prosecuting attorney, and mayors of cities," for certain purposes. Section 7, of the same act, required all these officers to open their books, records, etc., to the inspection of the county superintendent, and provided that when the county superintendent did find that any of these officers had neglected or refused to collect and pay over interest, fines, forfeitures, licenses, or other claims due the school fund, etc., he should institute suit in the name of the State of Indiana for the recovery of the same. By an act of March 9, 1875, the legislature repealed, or attempted to repeal, section 6, as recited above, but it did not attempt to repeal section 7. Thus the officers were required to open their books to the inspection of the county superintendent. It was not, however, the duty of the superintendent to inspect the books, but when he did inspect them and found evidences of delinquencies, it was made his duty to commence suit against the delinquents. The presumption is that it was the intention of the legislature to strike out both section 6 and section 7. I think there is no one thing in our school legislation that has caused more confusion than this.

(Continued in next number.)

CAN A TRUSTEE BORROW MONEY FROM ONE FUND TO
SUPPLY A DEFICIENCY IN ANOTHER?

JOHN R. ROBINSON et al. *vs.* THE STATE ex rel. Peter J. Martin, Trustee, etc.
From Montgomery Circuit Court.

NIBLACK, J.—In this case the point of interest is that a Trustee drew money from the Special School Revenue to pay the interest on money borrowed at different times for the use of other funds of the township, and used money belonging to one fund for the benefit of other funds in several ways.

The cause was tried by the court and there was a finding for the plaintiff, assessing the damages at \$12,378.99, of which sum \$1,024.98 was found to be for interest wrongfully paid out by said Robinson, \$3,930.10 was found to be due to the Special School Revenue, \$1,938.21 was found to be due to the Civil Township Fund, and \$5,485.70 was found to be due the Tuition Fund.

The case was appealed to the Supreme Court, and the paragraph of the decision there on the point in question is as follows:

"The complaint goes on the theory that it was a misapplication of the money belonging to a particular fund to pay it out on claims against another fund, notwithstanding the different funds were in the hands of, and under the control of the same trustee.

That theory is earnestly combatted by the appellants as being impracticable and unreasonable, and too strict a construction of the law regulating the duties of township trustees.

The separate and distinct character of the funds belonging to each of the township corporations has been fully recognized by a series of decisions in this Court. 56 Ind. 157; 55 Ind. 7.

The same separate and distinct character seems to us to attach to each of the several funds placed in the hands of the township trustee, and the law evidently contemplates that the trustee shall open a separate account with each fund in his hands, and shall only pay out money belonging to a particular fund on claims or charges against that fund. R. S. 1876, vol. 1, 782, sec. 8. Also 901, sec. 10, etc.

It follows that if a township trustee pays out money belonging to one fund in his hands on claims or charges against another fund, he is guilty of a conversion of the money thus paid out, and of a breach of his official bond. This conversion may prove to be an absolute defalcation or only a technical breach of the trustee's bond, dependent upon the subsequent conduct of the trustee in relation to the reimbursement of the fund thus directed.

Applying the rules thus laid down to the several paragraphs of the complaint before us, we are of the opinion that each one of them alleged facts enough to show a breach of the condition of the bond sued on, and that they were severally sufficient on demurrer."

JAS. H. SMART,
Superintendent of Public Instruction.

EDITORIAL.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

EXAMINATION OF DOCTORS.

The Illinois Legislature has passed an act providing that no person shall practice medicine in that State unless he be a graduate of a medical school, or shall pass an examination before the State Board of Health, or an examination before a board of examiners appointed by the State Medical Society. A license or diploma from these examiners will be necessary to the practice of medicine. All physicians who have practiced ten years are exempt from this requirement.

Some similar law is needed in Indiana. People can be more easily imposed upon by quack doctors than by quacks in any other profession, and a stringent law should protect them from this imposition. We protect the children of the State from imposition as to their instruction by requiring all teachers to pass rigid examinations, and on just as good grounds should doctors, and lawyers too, be required to furnish certificates showing their preparation for their work before being allowed to seek public patronage. No person should be allowed to ask people to place their health and their lives in his care without first having shown evidence of his thorough preparation for his work.

This opens the way to say that our medical colleges, as a rule, are not what they should be. No preparation is required for admission, and everybody who attends the requisite number of lectures, is graduated. Physicians owe it to their profession to raise up both ends of their colleges. The standard of admission should be so high that only persons of sufficient education to enter college, should be received. This should be the minimum. The final examination should be thorough and exhaustive; then a diploma would mean something.

THE HIGH SCHOOL QUESTION.

The high school question is still agitated, and will probably continue to be till times are better and people feel less the burdens of taxation. The writer has been interested in noting the character of the discussion of this subject as it has been carried on in the secular press. Opinions outside of educational circles are valuable to educational people on this question, as on nearly all other school questions. It is gratifying to note that with all the crude and wild statements there is a strong, underlying feeling that our educational system, including the high school, is excellent, and, with a little modification in some of its parts, is just what the country needs and must have. To indicate the general drift of the more intelligent part of public opinion on this subject, we take pleasure in quoting the following editorial article from the *Indianapolis Daily Sentinel*:

"During the past two weeks Indiana has been all ablaze with educational enthusiasm. No state in the Union takes a deeper interest in educational affairs than Indiana. The public school system of the state is the pride and the boast of all parties and creeds. To perfect the system, to widen the area of its usefulness, and to bring all the youth of the state under its elevating influence, seems to be the high ambition of those who have it in their power to influence legislation and advance the welfare of the people. The question with regard to what shall constitute free school education, has been a long time under discussion, indicating a difference of opinion with regard chiefly to the establishment of high schools as a part of the public school system of the state. It is held by those who oppose the high school feature of the public school system of the state that it is foreign to the original design, and that to levy taxes for the support of high schools is an exercise of power in conflict with the rights of tax payers, since it can be demonstrated that the high schools are not, in any proper sense, public schools, but, on the contrary, select schools, where only a small fraction of the children entitled to their benefits ever enter. This, as we understand it, is about the sum and substance of all the objections to the system of public schools in Indiana, and we do not believe they are deep seated, or that they are likely to be urged to the detriment of the educational interests of the state. While it is possible for the friends of education to place the state, in relation to educational affairs, in a position of great embarrassment by demanding of it the performance of duties which belong to private enterprise—such, for instance, as conferring upon all the youth of the state the advantages of a collegiate education—we do not consider that the authorization of high schools, where they can be maintained, is an assumption of authority in conflict with the rights of tax payers. We prefer to believe that high schools are the legitimate outgrowth of the public school system of the state, and strictly in consonance with the advanced educational demands of the age.

We hear much nowadays about taxation, and that the burdens it imposes are grievous none will deny. City, county, and state are taxed to maintain

criminal courts, jails, and penitentiaries. No one complains at these things when the money is honestly and judiciously expended; but in no instance does the money so expended yield any but negative benefits. The criminal is caught, tried, sentenced and shut out from society, and from first to last is a tax upon the state from which there is no return, except in the satisfaction of knowing that for a time, at least, he will not be permitted to violate the laws or endanger the lives of the people. Taxes levied for educational purposes ought to be popular, if taxation for any purpose could find favor with the people. The development of mind forces is the mission of education, and a state has no greater source of wealth than the educated intelligence of its citizens. If it be true that ignorance leads to vice, it is equally true that education leads to virtue. Assuming the correctness of these propositions, that state which contributes most to educational purposes, which advocates a policy that lifts the entire population to a high educational plane will, as a result, not only be the most virtuous, but the most prosperous and the most powerful in all matters where mind forces antagonize ignorance in any of its forms. We do not care to particularize, though instances are sufficiently numerous, and were we to attempt a catalogue it would readily grow to such formidable dimensions as to silence objections and win a verdict in favor of making the public school system confer all the advantages possible upon the youth of the state."

EDUCATING CHILDREN OUT OF THEIR SPHERES.

Not a little has been said recently about educating children out of their spheres. By this statement it is sometimes meant that children are given too much education, and that this education disqualifies them for doing cheerfully manual labor, and by it is sometimes meant that even in the lower schools children are given incorrect views of life. They are exhorted to become statesmen, governors, legislators, eminent lawyers, doctors, or preachers, and a standard being raised which can never be reached, they despair of becoming anything, and their lives prove a failure.

That education, of itself, unfits for labor is unquestionably false; but that children are given many aims and views of life, and become dissatisfied with the stations they must fill, is true to a much greater extent than we could wish. But teachers are not alone to blame for this: parents must bear their full share of blame. It should be remembered, by both parents and teachers, that a large majority of all the children must labor *with their hands*, and that they will never complete even a common school education. This being true, these children should be scrupulously and religiously taught that all necessary labor is honorable, and especially that *manual* labor is honorable, and that but comparatively few can ever hope to be either rich or noted. They should be taught that not to labor, either with the hands or the brain, is disgraceful, if not criminal. They should be taught that industry, honesty, and virtue are the only essentials to true manhood and womanhood. They should be taught

that intelligence—an education—is greatly to be desired, but that a good character is indispensable.

Let these thoughts be dwelt upon by parents and teachers, at home and in school, and we shall hear no more of educating children out of their spheres.

INDIANAPOLIS HIGH SCHOOL COURSES OF STUDY.

In last month's Journal the report of the committee of the Indianapolis School Board, in regard to its high school, was given in part, and more on the subject was promised this month. Since the last issue of the Journal the Board has unanimously adopted the "report," and sustained the high school in all its departments. The regular course now extends over four years, and includes either Latin or German. In the future there will be a parallel English course, and students may graduate from either with equal honor. A two-years' English course is also continued for the benefit of all who choose to take it.

It was found that about 50 per cent of those who enter the high school never advance further than the end of the second year, and it was decided that a two-years' course could be arranged which would be more complete and of more benefit to persons taking it than would be the *half* of any four-years' course that could be arranged. As the Indianapolis high school numbers about 500, these different courses of study can be carried on with but little, if any, additional expense.

The Board has also decided to continue the other departments of the schools without material change, including two assistant superintendents (one grammar school and one primary), a special teacher of Music, a special teacher of Drawing and Writing, and a Training school principal. As the principal of each building is required to teach and govern a room, and is not held in any way responsible for the instruction of his associate teachers, it will be seen that the *supervision* costs less in Indianapolis than in most other cities of equal size.

The salaries for the coming year have not been fixed, but it is not likely that they will be materially changed.

GREEK IN THE HIGH SCHOOLS.

At present, there are not to exceed half-a-dozen high schools in the state that teach Greek. The reasons for not teaching it in high schools are, 1. The large expense involved in proportion to the number that would study it. 2. A very large majority of those who graduate at high schools never go to college; and if the education is to stop with the high school course, *one* language study, aside from the English, is all that should be claimed for the language department of education, considering how much else there is to learn in natural science, mathematics, philosophy, and history.

Arranging the course of study with reference to "the greatest good to the greatest number," Greek must be excluded from high schools. The State University has, for several years, been trying the plan of admitting students to the Freshman class without Greek, and the result has been very gratifying to those who were most solicitous for the preservation of the high standard of the classical course.

Prof. Ballentine, one of the oldest and one of the ablest Greek professors in the state, bears willing and hearty testimony to the success of this arrangement, although he opposed it at the start. He says that a much larger proportion of the students take the classical course, and that their scholarship in this study is quite as high as under the old regime. The standard of admission to the Freshman class has not been lowered, more being required in mathematics and the natural sciences to make up for the Greek. This arrangement gives more time for the Greek in the college course, and the more thorough preparation and discipline of mind acquired by the study of other branches in the preparatory course makes it easy to grasp the intricacies of this language, and to appreciate its beauties.

We were pleased to learn from President Heckman, not long since, that Hanover College would hereafter begin Greek with the Freshman class, and we understand that the authorities of several other colleges are discussing the propriety of doing the same thing.

If students could be admitted to college without Greek, but with the deficiency fully made up in other branches of study, large numbers of high school and academy students would be induced to take college courses who are now deterred by the "bug bear" of having to make up two years of Greek.

We believe most thoroughly that too much importance is attached to the study of Greek; but granting all that is claimed for it by its most enthusiastic champions, we make this appeal to colleges in behalf of the Greek itself. The statements that the study of Greek must be begun in the preparatory department in order to be successful, and that it cannot be begun in the Freshman class without lowering the classical standard, are both assertions supported by neither reason nor experience.

COST OF EDUCATING TEACHERS.

Now and then a man is found who is so exceedingly economical (?) that he not only opposes the State University and high schools, but would abolish also the State Normal School—one who argues that it is no part of the state's duty to educate its teachers. He would levy taxes and keep open the schools, but he would make no provisions for supplying these schools with efficient teachers. Strange logic! Let such an one read the following, which we copy from a Scotch paper, and be consoled:

"Government allows for every male teacher, who passes creditably out of college, the sum of £100, or £50 a year; and though this money is not paid for any student till after probation, yet, on the whole, it is commonly obtained.

Out of this £50, the college authorities in Scotland advance seven or eight shillings weekly, to provide board and lodging for the recipient, retaining £30 to pay the cost of the education imparted during a few hours daily. Compare this with what is done in England and Wales, where the normal student is comfortably boarded and lodged, well educated—as is shown by the class lists, and gets, in addition, medical attendance, laundry, and sometimes half his traveling expenses; and I think it will be conceded that the Scotch Training School authorities drive a very close bargain with the poor Queen's Scholar."

EDUCATION AT THE PARIS EXHIBITION.

A letter has been received at the office of the State Superintendent of Public Instruction from Hon. John D. Philbrick, of Boston, who is one of the United States honorary commissioners at the Paris Exposition. He writes that the normal school model sent from this state is well mounted, and makes a good show. His opinion is, that while the educational exhibit from the United States may be somewhat limited, it is certainly both attractive and valuable. He adds that Belgium has the most remarkable educational exhibit in the Exposition, and one that has evidently been prepared at great cost of time, labor, and money.

WILLIAM CULLEN BRYANT.

William Cullen Bryant died in New York, June 12, 1878, in the 84th year of his life. The immediate cause of his death was a fall on the stone steps to a friend's door, which occurred about two weeks previous. Mr. Bryant is known chiefly as a poet, but his fame does not rest alone on his poetical genius. In 1825 he removed to New York and became editor of the Review, but soon afterwards connected himself with the Evening Post, which he finally controlled and continued editor of till the time of his death.

Bryant's poetical powers manifested themselves at an early age. When but ten years old he wrote verses for the county paper, and at eighteen he wrote that most beautiful and enduring poem, "Thanatopsis." He was not only one of America's best poets, most finished literary men, and eminent journalists, but one of her most honored and high-minded citizens.

SUMMER VACATION FOR TEACHERS.—Persons that have money have no trouble in finding plenty of methods in which to spend pleasantly a summer vacation, but teachers who work for what school boards estimate they can live upon are compelled to "cut their garment to suit their cloth." The best and cheapest plan we can suggest is to find a quiet country place, by a little lake, if possible, and spend the time reading, fishing, conversing—any way to have a pleasant time and *rest*. *Rest* is what hard working teachers need.

MISCELLANY.

DEDICATION OF THE CENTRAL INDIANA NORMAL SCHOOL AT DANVILLE.—June 29 was a gala day at Danville, it being the day for the dedication of the Central Indiana Normal School lately located here.

The history of the institution is not a little remarkable. The first term was held about two years ago, at Ladoga, with only about forty pupils, the number having since increased to about 280. The buildings in Ladoga not being sufficiently commodious and convenient, negotiations were opened with our citizens with regard to the location of the school in Danville. In three days \$3,000 was subscribed, and what has been known as the old Hendricks County Seminary was purchased from the Methodist church and donated to Prof. W. F. Harper and his successors for the uses and purposes of a normal school. The original cost of the building was nearly \$25,000, and it could not be built for much less now. The past two months it has been in the hands of the masons, painters, and carpenters. The main building, now complete and ready for occupancy, is of brick, 45x100 feet, three stories high, and flanked by a large quadrangular tower. When the entire structure is repaired there will be twelve large, well ventilated and lighted rooms. The dedicatory exercises were held in the chapel, 45x70 feet. After a prayer by Rev. G. W. Bowers, the audience listened to the presentation address delivered by Hon. L. M. Campbell. He alluded briefly to the early history of the old seminary, its long and energetic struggle for life, and its final death under a blow from the sheriff's hammer; the springing into life of a new institution with a new name—the Danville Academy—which passed substantially through similar experiences and died by the same hand about the year 1865, since when it has belonged to the Methodist church. Near the close of his address Mr. Campbell formally turned over the possession of the buildings and grounds, in behalf of the people of Danville, to Prof. Harper, to be held by him and his successors so long as they should be used for the purpose stated. Professor Harper responded in grateful and feeling terms, and, in a speech of about half an hour in length, dwelt more especially upon the origin, purpose, and character of normal schools. * * *

EDITOR JOURNAL: The sentence, "*There is a limit at which forbearance ceases to be a virtue*," has been presented to me a number of times for analysis. I have found but two persons of all the number to whom I have submitted the sentence, that analyzed it correctly, according to my notion.

This sentence is complex. Its principal clause is, *There is a limit*; subordinate clause, *forbearance ceases to be a virtue*; connective, *at which*—a complex conjunctive adverb equivalent to *when*. The principal clause: Subject, *limit*; predicate, *is*. *There* is an expletive adverb. The subordinate clause

is an adverbial element of the third class, denoting time: Subject, *forbearance*; copula, *ceases to be*; predicate, *virtue*.

It is a fact worthy of notice that to many the copulative verb *to be* may be annexed without changing the meaning; e. g., The field seems [to be] green; The prince was made [to be] king; Grant was elected [to be] president; The commission were constituted [to be] the judges. etc. It is also notable that *ceases* is not copulative without the annexation of *to be*. W. B. RYAN.

EDINBURG.—The Edinburg school closed on 24th of May. This has been a very pleasant and successful year's work. The increase in enrollment over last year is 37; in daily attendance, 45; in per cent of attendance, 2. The per cent this year on those belonging is 94½. There were nine in the graduating class. The public oral examinations at the close of school were well attended by the citizens. W. B. Wilson is superintendent.

FRANKFORT.—The high school commencement was an occasion in which the citizens took much pride, and justly so. The largest audience room in the city was not near large enough to accommodate those who came to witness the exercises. There were 14 graduates, and the Editor of the Journal made the address to the class. R. G. Boone remains as superintendent, and C. S. Ludlam as principal of high school. They are both doing good work, and pleasing the people.

NEW ALBANY.—No city in the state takes more pride in its schools than does New Albany. Its high school commencements are always public ova-tions. The Ledger-Standard gives a three-column report of the commencement this year. It speaks of all the schools in highly commendable terms, and specially commends the high school. It says of high schools, in general, "These schools are the crowning glory of the free schools of Indiana." It also has a kind word for sup't Jacobs and his corps of teachers.

BEDFORD.—The Bedford high school graduated, this year, eleven pupils. Commencement was May 31. Number enrolled in high school, 69; enrolled in all the schools, 525. Number of alumni, 40.

MITCHELL.—Commencement of high school, May 31; 2 male and 4 female graduates. R. A. Ogg declines a re-election as superintendent on account of salary.

THE DELPHI schools seem to be in excellent repute with the people of Delphi, and justly so. Of the late graduating class from the high school, one had been neither tardy nor absent for 5 years, one for 4 years, four for 3 years, and six for 2 years.

THE RICHMOND high school graduated a class of 21. This is an extraordinary class for a place the size of Richmond.

THE INDIANAPOLIS high school graduated, at its late commencement, a class of 32.

THE Indianapolis normal school graduated, this year, a class of 22. These teachers are for "home consumption."

THE STATE NORMAL had an unusually interesting commencement this year. The graduating exercises were regarded, by good judges, as above the average. There were sixteen graduates. The spring term was the most prosperous in the history of the institution. The writer spent a day in the school recently, and was delighted with the order, the harmony, the earnestness, and, above all, the superior methods employed and the skillful teaching done.

THE Mt. Vernon high school graduated a class of 17. The Mt. Vernon Democrat, in commenting upon the commencement exercises, concludes in these words:

"Can it be that after such evidences of solid merit, and practical, available training provided for the youth of our city, that any resident of Mt. Vernon will say, 'Down with the High School!' If such there be mark him well. He antagonizes the city's best interest by his penny-wise and pound-foolish idea. Let us rather submit to some hardships and expense for the sake of future good, and take for our motto, 'No steps backward.'"

THE Seymour schools closed pleasantly this year. There were no commencement exercises, as the high school course has just been lengthened one year. A public meeting was held, and Dr. Bayliss, of Indianapolis, gave an address which was instructive and highly appreciated.

THE NEWBURGH public schools closed April 31, after a term of $8\frac{1}{2}$ months, which was the most successful term in the history of the school. The per cent of attendance was 92, and the per cent of enrollment 61.1. Professor A. C. Crouch is the principal.

THE Wabash high school graduated a class of seven this year, and the commencement was one of the memorable events of the season. A girl carried off the first honors.

COMMENCEMENT at Greenwood high school took place June 6. There were eight graduates.

THE published report of the Portland public schools shows them in good condition under the supervision of Wm. C. Hastings.

BUTLER UNIVERSITY graduated, this year, a class of six, two of whom were ladies.

UNION CHRISTIAN COLLEGE, situated at Merom, held its commencement exercises June 3. The college is doing good work in a quiet way.

PURDUE UNIVERSITY had its commencement June 13. A large attendance and an interesting time were had.

TEN young men graduated from Hanover College, June 13.

THE Anderson high school class of 1878 numbers 9.

THE Atica high school class of '78 numbered four.

FORT WAYNE graduates, this year, 14 from its high school, and 8 from its training school.

THE Goshen high school held its annual commencement Monday, June 24, and graduated a class of nine.

LOGANSPORT graduated from its high school, June 14, a class of 11.

THE Winchester high school sent out, this year, a class of 7.

WAYNE COUNTY.—In compliance with a resolution of the Board of Education, county sup't Macpherson examines all pupils in his county who complete the common school course, and issues to the proficient a diploma which reads as follows: "Having passed a satisfactory examination in reading, orthography, writing, arithmetic, geography, English grammar, physiology, and United States history; and having sustained a record of correct deportment, is granted this Certificate of Proficiency." This is signed by the superintendent, trustee, and teacher. Is not this a good idea?

WELLS COUNTY deserves credit for being the *first* to make a success of the educational department of a county fair, as much good is likely to result in other counties doing likewise. County sup't S. S. Roth, and Sam'l Daily, president of the Agricultural Society, deserve special credit for the success achieved.

STATE UNIVERSITY.—The *forty-ninth* commencement was of greater interest than usual, and the exercises of a higher order. Godlove S. Orth has been elected a member of the Board of Trustees *vice* John I. Morrison, resigned. Judge A. L. Roach was elected president of the Board. Professor J. Freeman, of Chicago, was elected to fill the chair of history. Prof. J. C. Ballentine, who has well and faithfully filled the Greek chair for twenty years, resigned his professorship. The Board reluctantly accepted the resignation, and conferred on him the honorary title of LL. D. His son, William Ballentine, was elected to fill his place.

ANTIOCH COLLEGE, located at Yellow Springs, Ohio, is one of the best colleges in the West. It is noted especially as being the first college in the world that placed women upon exactly the same educational basis as men. It never had any "Ladies' Course" of study. Horace Mann was its first president, and he left his spirit in the institution. S. C. Derby is the present president.

MR. OGDEN, owner of the property where General Washington established his headquarters at Valley Forge, has agreed to sell the same to the Valley Forge Centennial Association for \$3,000. The intention of the association is eventually to purchase the entire camp-ground and throw it open as a national park.

HARPER & BROTHERS have published 3,900 different books. This does not include different editions of the same books, or the different volumes when a work is composed of more than one.

THE best railroad to go west on is the old reliable "Vandalia." The track is in excellent condition, the cars as fine as are made, and the time made not beaten, east or west. Robert Emmet, of Indianapolis, the obliging passenger agent, can answer all questions in regard to rates, connections, etc.

THE shortest, quickest, safest, surest, pleasantest route from Indianapolis to Chicago is by the Kankakee railroad *via* Lafayette. Ask Joseph Sherwood, Indianapolis, if you wish to know more.

In Pennsylvania, county superintendents are paid according to the territory over which they have to travel and the number of schools they have to supervise. This gives the superintendent of Washington county, the one in which our old friend, A. M. Gow, now lives, a salary of \$1,500.

D. APPLETON & Co. have just issued their new Readers, prepared by Harris, of St. Louis, Rickoff, of Cleveland, and Mark Bailey, of Yale College. We shall notice them farther next month.

THE firm of Scribner, Armstrong & Co. has changed its name to suit changes in the firm. The present name is *Charles Scribner's Sons*.

NORMAL INSTITUTES.

The Fayette county normal will commence July 22, and continue five weeks. An institute of one week's duration will succeed it. Doctor R. T. Brown, Professors J. L. Rippetoe and W. J. Bowen, and sup't J. S. Gamble, instructors.

Monday, July 22, is the date fixed for the opening of the Washington county normal, to be held at Salem, for a term of five weeks. The principal instructors are James G. May, Roland Estes, and James A. Wood.

W. P. Pinkham will open a five weeks' normal at Paoli, beginning July 15. The county institute will begin August 19.

County sup't W. M. Vandyke, assisted by A. M. Vandyke of the Cincinnati high school, will open a seven-weeks' normal at Versailles, July 8.

A. D. Mohler, E. B. Myers, and county sup't S. D. Crane, will conduct an eight-weeks' normal, beginning at Lagrange, July 15.

A four-weeks' normal, beginning about August 1, will be held at Bloomfield, Iowa, conducted by A. H. Conrad.

County sup't R. L. Marshman and W. H. Mace, superintendent of the Winamac schools, assisted by J. M. Ward and Ida Dobson, will open a six-weeks' normal at Winamac, July 22.

J. J. Mills, assistant superintendent of the Indianapolis schools, is to aid John Pennington in the conduct of his normal, to begin at Westfield, July —.

The Elkhart County Normal and Classical School, located at Goshen, will open for a term of twelve weeks, July 16. This is a permanent institution. I. N. Failor is principal.

The Jay County Normal will open for a term of six weeks at Portland, July 15. For particulars address county sup't S. K. Bell.

The Spencer County Teachers' Institute will be held the first week in September. There will be a normal school, under the management of county sup't Wyttenbach and Prof. J. H. Logan, in July and August. Term: four weeks, beginning July 22. Tuition: five dollars for the term.

The Hendricks county institute will commence August 26. Pres. Jones and C. W. Hodgins, of the State Normal School, are expected to "make a hand."

The Randolph county normal will open at Winchester, July 15.

The Hancock county normal will open July 15, at Greenfield, and continue six weeks. W. H. Sims, Walter S. Smith, and Kate R. Geary are to be the principal instructors.

The Grant county normal will open in Marion, July 22, under the direction of county sup't T. D. Tharp. These normals are always good in Grant county.

J. W. Layne will open six-weeks' normal at Anderson, July 15.

The Wells county normal will open July 15, in Bluffton, under the management of Mr. — Helm, and county sup't S. S. Roth.

A normal term of six weeks, beginning July 22, will be held at Fowler, under the management of C. E. Whitton, county superintendent, and S. L. McCreight.

A normal of four weeks' length will begin at Ladoga, July 9. Professor Warren Darst, of Lebanon, Ohio, will have charge. It will be followed by the county institute.

W. F. L. Sanders will conduct a four-weeks' normal at Bloomington, beginning July 15.

A normal is now in progress at Boonville, conducted by the county superintendent and Miss N. J. Bowman. Enrollment, 63. The county institute will open July 8.

A five-weeks' normal will be held at Lancaster, Owen co., by R. Spear.

PERSONAL.

IN MEMORY.—Mrs. Marrietta Haworth McAvoy died at her home in Indianapolis, May 31, aged 43 years. Mrs. McAvoy, better known to teachers throughout the state as Miss Haworth, was an old teacher, but was specially known as the author of a system of penmanship. She was a woman of good mind, of untiring perseverance, and of high christian character. A large circle of friends mourn her loss and extend their sympathy to her bereaved husband, Prof. T. J. McAvoy.

Jacob T. Merrill was nominated by the recent Republican convention for Superintendent of Public Instruction. Mr. Merrill is superintendent of the Lafayette schools, and stands well with the educational men of the state. He was born in Licking county, Ohio, in 1839, and is consequently 39 years of age. He graduated with honors at Otterbein University, Ohio, in 1862, and since 1864 has been connected in some capacity with the schools of Lafayette; since 1868 he has been superintendent, and was never more popular than at present. He is a genial gentleman, and will make a good race.

GEORGE P. BROWN has resigned the superintendency of the Indianapolis schools. He found the schools in good running order, and has devoted himself largely to methods of instruction, and, as a result, leaves them in excellent condition in all regards.

The teachers were nearly unanimous and quite enthusiastic in their protests against his resignation, and as a token of their respect for him, at their last general meeting, presented him a fine gold watch.

The School Board regretted very much to give him up, and had he consented to serve another year he would have been re-elected by nearly, if not quite, a unanimous vote. At least *ten* out of the *eleven* votes in the Board would have been cast for him. But few superintendents, in large cities, can boast of such hearty support.

The Board passed unanimously the following resolution, and did it heartily:

“Resolved, That the Board has learned, with deep regret, that George P. Brown, the present superintendent, has determined to sever his connection with the public schools of this city.

That the Board fully recognizes the valuable results of his labors in the schools, not only in the high reputation they have achieved under his supervision, but in their actual efficiency in public education.

That the Board bears willing testimony to his ability, his industry, his unwearied labor, his quick appreciation of the public necessities, and to the unquestioned integrity of his character.

And that while the Board feels his loss as an active, energetic, capable, and honest officer, it sends with him into his new field of labor the heartiest wishes for his future success.”

It is understood that Mr. Brown will continue to act as superintendent till the close of July, in order to close up completely the work of the past year, and to complete the arrangements for the year to come.

His successor is not yet determined upon.

J. A. Wood will remain superintendent of the Salem schools another year. He has been quite successful the past year. The literary society organized and directed by him sustained a good course of lectures, which were productive of much good.

Rev. George D. McCulloch, just graduated from the Presbyterian Theological Seminary at Chicago, and Miss Nancy J. Atkinson, a highly successful teacher of the Frankfort schools, both former teachers in Switzerland county, were married June 12. May they be happy, and continue to be useful.

Prof. T. Harrison having been engaged in teaching for the last thirty years, has concluded to make a change, for a time at least. He purposes lecturing occasionally on educational, scientific, and other subjects; also, assisting in institutes, normal schools, and teaching classes in elocution, etc. His address is Kokomo, in this state.

Mrs. Holcombe continues as principal of the Richmond high school.

C. P. Eppert, of Brazil, will take the Mooresville schools next year.

J. L. Pickard, late superintendent of the Chicago schools, has recently been elected president of Iowa University, at Iowa City.

R. W. Stevenson, superintendent of the Columbus (O.) schools, has been re-elected for a term of two years, at a salary of \$3,000 per year, and the entire schedule of teachers is continued at old prices.

W. B. Wilson is re-elected as sup't of the Edinburg schools.

L. E. Landes will remain in charge of the Dayton schools another year.

S. S. Hamill, of Jacksonville, Ill., may be secured for institute work after August 10.

John H. Walters, a graduate of the Pennsylvania State Normal school, will engage to do institute work the coming season. Address him at Decatur, Indiana.

R. A. Chase, superintendent of the Plymouth schools, has gone to the Pacific coast for the benefit of his health.

W. T. Harris has been re-elected to the superintendency of the St. Louis schools.

A. J. Rickoff has been re-elected superintendent of the Cleveland (Ohio) schools for a term of two years.

Prof. Harvey W. Wiley, of Purdue University, has gone to Europe on a leave of absence for six months.

Prof. A. R. Benton, of Butler University, delivered the annual address before the literary societies of Nebraska University at Lincoln, this year. He received a hearty welcome back to the college of which he was Chancellor for so many years.

J. R. Trisler will remain at Lawrenceburg.

John Cooper has been re-engaged to superintend the Richmond schools the coming year. No superintendent in the state stands better with the people than does John Cooper.

J. H. Martin will continue in charge of the Franklin schools next year. Mrs. Martin continues principal of the high school.

J. M. Caress announces that he will advance the standard for certificates in Washington county next year, and not grant a six-months' license more than once to the same applicant.

Prof. W. F. Phelps has resigned his position as Editor-in-chief of the Educational Weekly. His successor has not yet been named. The Weekly's troubles seem to come together.

J. Warren McBroom has been selected as superintendent of the Covington schools for the coming year.

T. C. H. Vance, editor of the Eclectic Teacher, is a prominent candidate before the Democratic convention, in Kentucky, for state superintendent.

J. V. Coombs has been re-employed to take the Waveland schools. The college building will be used for public school purposes hereafter.

W. C. Hastings has been re-elected superintendent of the Portland schools.

C. W. Bennett, formerly of this state, is still superintendent of the Piqua, O., schools. His high school graduated nine this year.

J. H. Madden continues as superintendent, and Mrs. Madden as high school principal, at Bedford.

President White, of Purdue University, delivered the address before the literary societies of the State University this year. The address was highly commended.

A. H. Graham and the full corps of teachers, with a single exception, have been re-elected to the Columbus schools for the coming year. The schools have been unusually successful.

W. E. Lucas, formerly of this state, has been teacher at Cornell University the past year. He is a good institute and normal school worker, and will do some work if called upon. Address, Groves, Rush county.

J. W. Legg has been elected for the fifth year a superintendent of the Marion schools.

J. C. Comstock, of Martinsville, Ill., has accepted the superintendency of the Clinton schools.

Warren Darst, of Lebanon, O., has returned to Ladoga to take charge of the normal school there.

Eli Jay, who was for several years in the preparatory department of Earlham College, has been promoted to the professorship of mathematics in the same institution.

W. R. Snyder has been elected principal of the Shelbyville high school.

BUSINESS NOTICES.

THE SUMMER SCHOOL OF ELOCUTION, at Jacksonville, Illinois, by S. S. HAMILL, is a great success. Many pupils cannot be accommodated, and the demand for special lessons is so great that Prof. Hamill's time is engaged for ten hours per day for six weeks in advance.

THE Ladoga people deny that the "Central Normal School" has been removed from that place, and insist that with Prof. Warren Darst at its head, and over 100 students in attendance, and with a fine new building ready for the roof, the school is in a more healthy condition than ever before.

WANTED.—School teachers, during vacation, in every county, to act as agents for the sale of our useful Household Articles. Address at once, for Circular and Terms, L. E. Brown & Co., 242 Elm St., Cincinnati, Ohio.

WANTED.—By a person of large experience, a position in a High School, or as Superintendent. References given when desired. Address Editor of Journal.

 Special attention is called to the advertisement of Spiceland Academy.

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HOW TO DEAL WITH SLOW PUPILS IN GRADED
SCHOOLS.

TEMPLE H. DUNN.

WHEN the pupils of a graded school are measured by the proper standard, to be promoted means to have done the work of their respective grades. Those who have not done the work comprise those who have been absent a great deal, the indolent, and the dull. To the latter two classes, the term "slow pupils," is very properly applied. What to do with them is a question well worth discussion, from the fact that they are a source of trouble to the friends of class instruction, and their classification with those of marked ability and industry, a cause of complaint on the part of those hostile to the graded school.

Shall all the slow pupils be put into one class and the others in another, or shall we mingle them? If the former is done, shall the slow ones be expected to complete the year's work in one year, while the brighter, readier ones are crowded through in one-half or three-fourths of the time? If the latter is done, shall the teacher devote most of his time to the slow pupils, trying to "work them up?"

These pupils ought to work together. Dull pupils are often inspired to greater effort and greater success by the excellence of the brighter ones of their class. Good use may be made of the leading spirits in a grade. They make more effective mod-

els, in many cases, than a more perfect one in the person of the teacher. They ought not to be separated, because it would invite precocious children to an intellectual race that would sap the foundation of their health and be their ruin. It would tend to superficial work, on the part of many, in the place of the legitimate work they would otherwise do. They ought to be mingled, because a separation on the intellectual line would have a tendency to degrade the dull pupil in his own estimation. They *must* be mingled, because their separation is a virtual abandonment of the graded system. It is easy to make hair-splitting distinctions, but classifications based on these involve an increased number of instructors and small classes. Unless they are expected to accomplish their work in different lengths of time there cannot be any propriety in the division; and if the bright ones are pushed through in one-half or three-fourths of the year, while the entire year is given to the dull ones to complete the same work, it involves the school in such a multiplication of classes, in such complexity and confusion as completely to divorce all intelligence from the system.

This separation is unnecessary from the nature of the trouble. It is not the quantity of the dullness that makes it troublesome; the quality only. Children about the same age are more evenly yoked in school than is generally supposed. Those who excel in one thing are usually excelled in other things. The products of their mutual powers generally differ but little in the aggregate. Once in a great while one is found far above mediocrity, and another trudging along in a correspondingly low range of intellectuality; but these very exceptional cases really cut no serious figure in the gradation of our schools. Laziness prevails to a much greater extent, and is a source of trouble, to be sure; but it furnishes still less ground for a separation, because it yields more readily to treatment.

The object to be accomplished by this separation is entirely incommensurate with the costs involved. The public good demands that the pupils be instructed together. What are the teacher's duties with regard to the slow ones? Dull some of them are; but is it not the teacher's duty to sharpen such, when it is from this class that we gather most of our *winter fruit*—late ripe, but the best? Lazy some are; but cannot something be done to prevent their present from filling their future full to overflowing

of bitter experience out of which must come a lifelong lamentation because of the influence of their school days, the hiding in the napkin of their more than golden talents?

These two classes have some points in common with each other, and many that are not. Some plans of treatment apply alike to both; but since some will not, it is necessary not only to distinguish these two classes from others, but also to distinguish them from each other. This distinction should be made early. Teaching flourishes in right commencements. If the dull and the lazy ones are to be gathered in with the ripened harvest, at the end of the year, the question needs to come up at the very first, *can all these pupils do the work of this grade?* But little time is necessary to determine who are likely to do the work easily, and who are not; and it must soon be apparent, also, in case of failure, whether the cause is laziness or dullness. The teacher ought to be keenly alive to finding out these points, and it will improve the habits of the pupils to feel that finding out the lazy ones is engrossing the teacher's attention. The argument for this is that the child's habits of study depend almost more upon the teacher than upon himself. Going into a new grade he is unsettled for a few days, or weeks at most, and then settles down into whatever habits are shaped up around him, or are pressed upon him beyond his resistance. Laziness is so broadcast that it is a question whether that affection, both of body and mind, is not the "normal condition of us all," the rise above it depending upon the estimate we place upon the inducements held out to us as the rewards of activity. It is certain that there is no lack of it in school work; but if the teacher applies a good deal of that "eternal vigilance" which is the price, not alone of liberty, but of good school work as well, industrious habits will follow. In cases in which pupils have formerly become discouraged at their inability to comprehend the work, have lost all enjoyment in it and become idle, some of them, at least, will become industrious in response to the teacher's effort to make the work intelligible and interesting. If there are others yet who refuse to be won over to cheerful labor, they must submit to compulsion. Whatever natural punishment would make the laziness the most expensive, and productive of results least welcome to a lazy pupil, should be called into requisition. If mental deficiency alone lies at the bottom of the

trouble, however, all compulsory treatment is out of place as unnatural and unjust. In this case, as in the case of brilliant pupils, the teacher's success depends upon the character of his course of study, his power to excite study, and the manner in which he conducts his recitations. Hence, very much that is pointed out as proper treatment for dull pupils, must be equally applicable to the best minds of the school.

The teacher is to excite study; but he finds himself confronted by a psychological phenomenon in the character of a dull intellect. If he would be successful in finding answers to the queries he is obliged to propound to himself on account of it, he must seek for them in psychological channels. Certainly if anything is to be accomplished with these minds by school training, it cannot be by ignoring or violating every principle regulating the operations of mind and the natural intellectual order of sequence. The little ones come to school at first with hands, mouths, ears, and eyes open, ready to gain a thousand valuable experiences; and it is only after a determined perseverance on the part of the teacher to ignore these natural avenues to the mind, and to force open some new gates that nature had intended to leave ajar for a few years, to develop the reasoning power, and all that kind of thing, that the well known stupor is brought on. If logic cannot be taught successfully in primary schools, there must be a reason for it. The cause is found in the fact that logic deals with the profoundest intuitions of the reason; whereas the reason, in a little child, is only in the bud. But psychology discovers a vast difference between the study of itself, rhetoric, logic, etc., on the one hand, and such studies as botany and zoology on the other. If the latter are viewed from any other standpoint, they are likely to be left with the former, untouched until the high school is reached; when the truth is that lessons may be drawn from all these sciences founded purely upon observation, that are far easier for beginners than the "lazy X's and crazy Z's;" easier because they are natural, adapted to the child's greed for the tangible, the concrete. Young minds are alive to concrete instruction. The perceptive faculties are in full bloom, and the outer world teems with phenomena to satisfy their hunger. Sight seeing is a passion with childhood. To see, to hear, and to handle are to be happy. The fact that half a hundred children will follow a hand organ

or a show for hours, is not an evidence that they are silly, but that they delight to hear and to see. The senses, the perceptive faculties, the memory, and the fancy are all active; and these fit the young mind for observing things, and storing away facts; for gaining experience; for laying deep and wide the foundations for the empirical sciences, and through them, for the empirical arts. We cannot ignore these things in our courses of study without doing great harm. Children must not be choked off from a range of instruction which from their very nature they love, and have forced upon them what they do not enjoy and but poorly comprehend. When they have devoted themselves sufficiently to the work of making observations, and have acquired good hold on the ideas, we may go outside of the individual objects and take up such subjects and such methods of instruction as appeal to these ideas. The concrete must be held to strictly until these ideas are acquired, and then, and then only, may we launch out into the abstract. It is a pitiable sight to see children writhing in a kind of work five or ten years in advance of their intellectual development; but this is just what they are likely to be doing when other considerations than their state of mental growth determine their course of study. The boy who is ten years of age physically, and but six, so to speak, mentally, answers to our conception of a dull boy; but there is great hope for him, even, when he is provided with a course of study and methods of instruction founded in the science of mind, appealing to what intelligence he has, and adapted all along to his successive stages of mental development. If it is philosophical to reach our little six-year-old pupils mainly through sense-perception, so must it be also to reach older pupils who are not stronger mentally than they. If this view is correct, an effort to keep children of the same age classified strictly together, would be but little better than to adjust the school on the basis of the avoirdupois weight of the pupils. It is not the body nor the years, but the mind and its store that have to do with this question. Hence it would be well to hold such a pupil back intentionally at first, during the more marked perceptive work, until he finds his intellectual level and floats off somewhat naturally. Years are to be left out of the question. Their intellectual level and not their age, is to determine when they are ready for inductions and deductions. If they

never reach the level, the deductions must never come. It must be understood that conceptions must come to feeble minds through easy channels, or not at all. Their teaching must be largely concrete, and what is given them in the abstract must be exemplified by its application to real things. A dull pupil might commit the table of linear measures to memory so thoroughly that he could repeat it without thought, and yet not comprehend it; but when he has driven a stake into the ground and measured off from it a distance equal to five and a half lengths of a yard stick and planted another stake, and then gone over the same ground with a foot measure and found it sixteen and a half lengths of that—there is a rod he knows something about, and about which he is not likely ever to know less. The abstract has become the concrete. There is not a mere memory lesson, alone, but a corresponding objective reality which is comprehended. The education of too many of our pupils consists of empty forms. We fail too often to bring the real into account, and the child gets what really amounts to nothing beyond a little questionable memory training. It is not true that statements should never be made in the abstract until the corresponding truth has been shown in the concrete; but it is true that the application of principles and rules to the affairs of life so vitalizes instruction that it becomes an inspiration to study.

In a county adjoining this two men disagreed, not long since, about the size of an irregularly shaped clearing, and came into the school to have the case decided. The teacher put it into the hands of the dullest boy in the arithmetic class, and by giving him a little necessary assistance, saw him successful in his work, and so thoroughly imbued with the fresh purpose that he became one of the best scholars in the class. Such is the evidence always. Such work is pleasing to dull and bright pupils alike. Every teacher knows the value of actual measurement in giving *meaning* to the calculations founded upon them; of dissecting the eye of an animal to fix forever the arrangement of the coats and humors; but we are too prone to inflate ourselves with theory, and too loth to come down from the treadmill wheel to materialize these theories into practice. What teacher could not contrive to have scores of these practical problems coming into his school from the neighboring work

shop, store-room, and farm, not with measurements already made, or other attainable data already given, but to be found by the pupils, that through their perceptions their conceptions shall be clear? There is a great deal of valuable theory going to waste notwithstanding that we are well enough aware that theory without practice is dead.

Not many miles from here, the children of a certain school have worked three weeks this year, with spade and shovel, building the continent of South America in their school yard. There may be a dull boy in that class, but does he not know something about the Madeira and about Chimborazo? That boy knows about the remarkable absence of watersheds from the mouth of the Orinoco, through the continent to the mouth of the Rio de la Plata. To him it is a clear case that that country cannot furnish the Pacific any watercourse worthy of the name of river. That series of lessons will not soon be forgotten. Their own hands have scattered the sands under the tropic which represent the Desert of Atacama, and planted the seeds which produce the miniature Selvas of the Amazon, and the diminutive plants representing the treeless Llanos of the Orinoco and the Pampas of the La Plata. They have perched Titicaca among the clouds, and spread Maracaibo at the level of the sea. They have piled up the single, double, and triple ranged Andes that bring down the Amazon from the clouds and feed the richest vegetation in the world, on the one side, at the expense of the other slope which maintains perpetual thirst in the same latitude, and in the region of no latitude abundantly watered on both sides alike; while in the further south the rich tribute of the Pacific is condensed by the greedy western slope, unwilling to share with a needy east. The fact that this entire class wanted to remove to South America, is but another evidence of the interest which these natural methods of instruction inspire. If this plan of presenting geography in the concrete, as it may be termed, were general, it is not likely that the members of the advanced geography classes would be puzzled to tell whether a strait is land or water; whether an isthmus connects waters or separates them; which way the current runs in a certain river shown on a map; but so thoroughly rather would they study the science and so well would they comprehend it, that rivers on maps are no longer unmeaning black lines, but

streams of water following the general slope of the country to the sea. To pupils so trained, every map is a physical map. The course of the rivers shows the relief in the handwriting of the Almighty. Let but the outline and the rivers be drawn, and the water-sheds are discovered without trouble or error.

This is one main essential to securing study, having the child successful in seeing the point, in getting the thought. Hence, lessons in reading studies must be taken up on the line of subject and predicate, whether these terms are given or not; for the sentence is but the worded expression of the thought. The child must be taught to distinguish the words which sustain the relations of subject, predicate, and object, and the words, phrases, and clauses that tell how many, what kind, how, when, and where. These are the things that the author has woven together, and that the child must examine separately and together, and comprehend. This is study. The teacher who can bring incentives so near the pupil as to have him do this, can promote nearly every one. Without study, pupils can never be worthy of promotion. The teacher must make thought study possible and then secure it, both for the facts learned and for the growth engendered in his dull pupils' minds. It is the business of a course of study to put dull pupils under a high pressure, and the teacher's duty to keep the way clear. Dull pupils are not to be carried through "in flowery beds of ease;" but if in the teacher's experience an obstacle stood like a cliff of granite before him for weeks, he must reach it first and have an inclined plane already stretching from its summit far out to meet the advancing learners, up which they may toil by steady efforts, rather than fall disheartened at the base. It is a positive necessity sometimes to simplify the work for the benefit of dull pupils. Many a thing in the books consisting of a number of different steps, all to be encountered at once, must be separated. The teacher must hold all at bay but one, and must present that one so that dull minds can grapple it to the best advantage. When they have *mastered* one step, they can take it in review in connection with a new one, and these two in connection with a third, and so on.

As an example of this, Long Division is cited. In this work the average pupil has a hard task to understand the process of determining the quotient figure. Indeed, it is almost proceed-

ing from the unknown. First, to develop the idea of quotient. Let the divisor be 16. Draw a square consisting of nine smaller ones, and place in these the complete multiplication of 16 by 1, 2, 3, etc., to 9. Ask questions involving concrete numbers; for example, how many times may 16 oranges be taken from a basket containing 16 oranges, 32 oranges, 48 oranges, etc. The child understands the multiplication in his square, and can easily be made to learn that when he has found the product corresponding to the given number of oranges, the corresponding multiplier will show *how many times*, and answer the question. Several lessons should be devoted to each step, using the same divisor through one entire lesson, at least. It pays to devote proper time to the steps rather than to hurry through them and then to devote a long time to a tangled mass in the end. Then, to develop the idea of remainder, with the nine multiplications from a new divisor, 27 say, such questions as the following might be asked: how many times can a boy give away 27 chestnuts when he has 28 chestnuts? 55 chestnuts? 82 chestnuts? A simple explanation might attend this exercise, about as follows: when he had 82 chestnuts, he could give away 3 times 27 chestnuts, which are 81 chestnuts, and he would have 1 chestnut remaining. Other lessons should be devoted to other remainders until the machinery is understood, and rapidity and accuracy are acquired.

Perhaps it would be well to follow this with an exercise leading towards the usual process of division. With large numbers as dividends, pupils might be taught to find how many times the number represented by the divisor could be taken out of the number represented by the first and second figures of the dividend, then the second and third, etc. The quotient figures should be placed in a vertical line, in order not to represent a falsity, and to avoid confusion afterwards. Care should be taken awhile to avoid having any two consecutive figures of the dividend to represent a smaller number than the divisor, and then care should be taken at the proper time to have this occur frequently, and a cypher to stand in the vertical column to represent the fact.

If it is deemed desirable, another step, adding only the finding of the remainder, could be given by writing the products as found in the squares, under the figures of the dividend, sub-

tracting, setting remainder in another vertical column, and erasing product and remainder under the dividend to make way for the next.

To teach bringing down the figure, nothing new needs be done except retaining the work of subtraction, and annexing the figure next on the right of those just used, forming a new number in a new place with which to compare the divisor. All that remains now to be done is to form a number out of the quotient figures by placing them horizontally; and the three numbers used in the division may be assigned to their places about the regulation curved lines and christened divisor, dividend, and quotient.

If for any particular class this is regarded as unnecessarily long, the use of the nine products of itself will do much to place the work within the grasp of dull pupils, and to give them clear conceptions of the relations existing between multiplication and division.

It is expedient to beautify the work they have to do. When the teacher so controls the child's work as to fashion it into shapes that please him, there is but little trouble to secure all needed effort. He should never be allowed to do straggling work on slate or paper, but should be taught so to arrange his sentences and his exercises in numbers, as to have them present a handsome appearance. In the lower grades where a great deal of slate work is done, the pupil can beautify his work very much by ruling. Each pupil should be provided with a short ruler and a pencil keenly pointed at one end and flattened at the other, to be kept for ruling alone. A heavy line and a light one drawn parallel and very close together, produce a very nice effect. They are drawn without changing the position of the ruler, simply by a little different inclination of the pencil. By having the work in numbers standing up straight, and evenly distributed over the surface of the slate and separated by nice double lines, instead of crowded together in a puzzling mass in one corner; by skipping lines between paragraphs of written work, and using the ruler between, etc., etc., the work presents a much more handsome appearance, and is likely to touch the chord of pride and result in good.

To summarize, the slow pupils must be instructed with the bright; the course of study must be determined, in point of

quality by the science of mind, and in quantity it must be such that precocious children can do the work easily, the ordinary ones comfortably, and the dull under high pressure; the work must be simplified so as to bring it within the comprehension of the duller pupils, and made as pleasing as possible; lazy pupils must do the work, even though by compulsion, and intellectual levels must be sought.

But if we have to contend with extraordinary laziness and dullness, and there are some at the end of the year who are not worthy of promotion, what remains to be done? The plan almost universally followed is to start them in again, just where they started a year before, and have them do the work over and over *again*. If the course of study were so arranged that it would require two years to do the work of a year, a failure would require the reduplication of the works of these two years. The greater the amount of work to do over, and the longer the time required to go over it, the greater the loss to the pupil who fails, and vice versa. Hence, a shorter interval than the usual one, one year, would favor the class of pupils who fail. If the interval were but half a year, and the pupil should fail twice in the course, he would graduate from the high school one year earlier than if he should fail twice under the customary arrangement. To determine the availability of this apparent advantage, is to weigh it against its cost. This arrangement would require two grades to correspond in amount of work to one, according to the common plan, and would either require double the number of teachers, or double the number of classes under each teacher's charge, except in schools in which there are already two classes of each grade, and a sufficient number of pupils entering the lowest primary grade every half year to form a separate school. In this case, the semi-annual readjustment could occur without confusion through the primary and grammar grades, and also in all the high school classes except the highest. The prevailing custom of graduating but one class from the high school would have to undergo some serious modification to accommodate the system to the new plan.

In schools having a smaller attendance than that alluded to, the object to be attained is so disproportionate to the costs that the plan must not be thought of. Where each half year will

furnish a new school, however, that objection disappears, and the question of graduation seems to be the only one in the way, unless it is urged that the work would be of a less substantial character than when the whole year is devoted to the work of a grade. At best, however, the plan can reach but a very small per cent of our schools. This paper, then, finds no fault with the prevailing custom of having the work of the entire year repeated in such cases, on the ground that it seems to be founded on the principle of the greatest good of the greatest number.

FORT WAYNE, INDIANA.

READING IN THE SCHOOLS.

P

GEORGE P. BROWN.

THE study of the English Language is universally regarded as of paramount importance in elementary schools. This is evidenced by the amount of time and the number of different exercises given to this subject. Reading, grammar, language lessons, composition, and spelling all have for their object the training of the learner in the use of his mother tongue.

The immediate purposes which the teacher has in view are two:

(1.) To teach the learner how to master the thoughts expressed upon the written or printed page, and make them his own.

(2.) To teach the learner to express correctly and forcibly his own or another's thoughts orally and in writing.

There is a third purpose which many regard as of equal importance to either of these. This is to form a taste for "good reading," and to give the learner the ability to comprehend, appreciate, and enjoy the classical productions of those men and women of genius who have made our literature.

There is one prevalent error, which is, that the reading, grammar, composition, and spelling exercises have such separate and distinct objects in view that they must be divorced from one another. Teachers see no more intimate connection between a spelling and a reading lesson than between a lesson in geogra-

phy and one in arithmetic. It is approximately true, however, that all the purposes sought in the study of language can be better attained in immediate connection with the reading lesson if sufficient time and study are given to it. It has been said that "by the analytical drill of the recitation that accompanies the use of the text-book in geography or arithmetic, history or science, the pupil is taught in those instances how to master the printed page and to make the thoughts of the author his own. But in the more important matter of mastering the text-book in literature, there is not so much done. When it is considered that a literature gives to the people their views of life, their moral and religious thoughts and ideas, their taste and appreciation of the beautiful, their patriotism and aspirations, in fact, the principles for the conduct of life, while the other branches of school education relate more exclusively to the *instruments* which man will use for the realization of his ideas, it is evident that our educational methods and appliances have been less matured in the matter of instruction in reading than elsewhere."

The reading lesson, like the geography lesson, should consist of two parts, the *preparation* and the *recitation*. The former is of as great importance as the latter. And yet, it frequently happens that neither teacher nor pupil looks at the reading lesson except in and during the recitation.

It is the design of this paper to show how all the different recitations in language, in elementary schools, may be linked together in the reading lesson, thereby saving some time, and some expense for text-books, and, what is of greater importance, keeping these different departments of language-study before the learner in their proper relations of mutual dependence.

Let us suppose that we are teaching pupils of twelve to fourteen years of age, who are reading in the Fourth or Fifth Reader.

The first thing for teacher and pupil to learn is that the time of *every* reading recitation is not necessarily devoted to drill in reading.

The pupil is not prepared for the elocutionary part of the exercise until there has been a thorough study of the piece for the purpose of mastering the thought. Each recitation from classic literature,—and very little of any other kind should be put into

our higher readers,—furnishes work enough for four, five, or more recitations.

1. There are biographical, historical, geographical, scientific, and literary allusions in nearly every piece. These must be studied, discussed, and understood before the selection can be read intelligently.

2. There are words of peculiar orthography and pronunciation which should be learned.

3. There are many words and phrases having a special meaning in the lesson, which should be sought out and defined by the pupil in *language of his own*. Mere dictionary synonyms will not serve. All of this must be done before the pupil is prepared to read at all.

4. Before the piece is finally left the pupil should be required to write a paraphrase of certain portions or of all of it, expressing the thoughts in his own language, and then his style of composition compared with the author's, and its defects noted. This is one kind, and a very useful kind of exercise in composition.

5. If the selection is a gem worthy to be remembered, it should be committed to memory. No one who has never experienced it will be able to estimate the value of a large store of classic pieces thus fixed in the memory. They are valuable for the grandeur of the thoughts, for their excellence of style, and for the increased vocabulary they give.

Let us suppose, for illustration, that the piece for study is Longfellow's Psalm of life.

1. *Interpret the thought*, "Mournful numbers." (There is a number of poetical feet in each line, hence poetry is sometimes called *numbers*.) The thought of the first stanza is: Say not that life is a dream, for if a *dream* then the soul must be asleep, but the sleep of the soul is death, and in death there are no dreams; and besides, in a dream things are not what they seem, they are not real. But life is a real thing, and therefore not a dream. Does the second stanza teach the immortality of the soul? What is meant by the second line? What is taught in the third stanza? What figure is used in the fourth stanza? Does "hearts" refer to the soul, or the heart in the body? What is a muffled drum? When used? What is the meaning of the word "art" in the line "Art is long and time is fleeting?" What is meant here by "battle," "bivouac" (action and rest)? What allusion is made in "Let

the dead past bury its dead?" What in "Dust thou art," etc.? What is the thought expressed in the last line of the sixth stanza? What imagery is suggested by the eighth stanza? (a man shipwrecked upon some lonely island discovers a footprint which tells him that he is not alone.) What is the thought expressed in the last line of the ninth?

2. *Spelling and Pronunciation.*—"Bivouac," "dumb," "cattle," "achieving," "pursuing," "main," "goal," "funeral," etc.

3. *Definitions.*—"Slumbers," "goal," "destined," "fleeting," "hero," "strife," "sublime," "sands of time," "solemn main," "forlorn," "destined," "stout," "funeral," "marches," "field of battle," "bivouac."

4. *Language Lesson.*—What meaning is given by *s* in numbers; by *est* in returnest; by *'s* in world's; *s* in its? What is the meaning of the apostrophe in o'er; howe'er? Give two reasons for beginning Art, in the fourth stanza, with a capital. Why does Time begin with a capital? What words are used to describe "numbers," "dream," "life," "Time," "hearts," "marches," etc.? Why is *is*, used in the third line, and *are*, used in the fourth line of the first stanza?

There is hardly any limit to this class of questions. The skillful teacher will question for different things in different lessons, under this head.

After all this work has been done, the pupil is prepared to write a paraphrase of this poem, expressing in his own language and in prose, the thoughts of the poem. "But," says the objector, "this takes too much time. We answer, that it is the business of the teacher to teach the pupil how to make the thoughts of an author his own. If the pupil fails to do this he fails to realize the end of his reading lesson. A reading lesson the thoughts in which are not mastered, is as sorry a failure as an arithmetic lesson not understood. It takes time, but the habit once acquired of thoroughly comprehending everything that is read will eventually result in the pupil's being able to read anything with pleasure and ease, and if he studies classic literature he will form a taste for good reading that will be the source of never ending profit and enjoyment to him.

We believe that the above presents a practical method of combining reading, composition, language lesson, and spelling, and we know from observation and experience that by this method an increased interest attends each exercise.

SWISS SCHOOLS.

THE SYSTEM OF EDUCATION WHICH PREVAILS IN SWITZERLAND.

The organization of the Zurich schools will serve as an illustration of the system prevailing in all the cantons. Here, as elsewhere, the schools are of two classes, primary and secondary. The course in the primary schools comprehends the studies prescribed by the state, though it is not confined to these studies. There is no charge for tuition, but pupils furnish their own books and materials. Attendance is compulsory for all children of six years and upward. The course is six years in length, and at its close those who wish may enter the secondary school without an examination. If the higher training is not desired, or if a pupil is unable to give the necessary time, he may enter the "ecole complementaire," where he receives instruction for short periods three days in the week in branches bearing upon his present or future occupation. After the "ecole complementaire" comes the "ecole de chant," with only one session a week, which finishes the modified course of instruction. For the distribution of primary schools the canton is divided into districts, and the districts into communes, each of which has a daily school, and a commission in charge of it, composed of five members, chosen by general ballot. The schoolmaster has a voice, though not a vote, in the deliberations of this body. Above it stands the district commission, with which it is in direct relations, and which in turn reports to the director of public instruction, a member of the Council of State. He is himself assisted by a council of education, which has general supervision of the schools of the canton, and can suspend the masters of schools. The expense of the schools is paid by the communes, with some assistance from the state. Each commune must form a permanent school fund; the school revenue consists of the interest of this fund, the subvention of the state, and the school fines. The last are levied on the parents of scholars for absence or tardiness—an excellent method of transferring a part of school discipline to the pupil's own home, and striking at the root of this form of irregularity. Masters are

appointed for a term of six years, and one is allowed to every hundred scholars. The canton provides for a retired list on half pay, which is optional after thirty years of service, and by a small tax on the masters' salaries is able, without extra expense, to establish a system of life insurance.

The secondary schools are distributed in circles, prescribed by the Council of State. A school can be founded at any place where fifteen scholars can be guaranteed for three years. There are three classes, but a fourth and higher class is provided if the demand warrants it. The schools are generally mixed. Each school has a particular fund, and its administration is in the hands of a "commission of secondary schools," chosen by the inhabitants of the circle. Here, as in the communal commissions, the master has a part in the deliberations. The master must give thirty-three lessons a week during the school year of forty-four week—a pretty severe requirement, when it is considered that the course includes the following very wide range of subjects: Religion, grammar, French, arithmetic, algebra through equations of the first degree, geometry, magnetism and electricity, geography, Swiss history and constitution, singing, drawing, and calligraphy. Besides the primary and secondary school, each circle has an industrial school for girls, and each commune may establish a technical school. At the former girls are taught knitting, sewing, fancy work, and cutting. At the technical schools a slight fee is required, and instruction is given in drawing, mechanics, physics and chemistry, German, advanced French, and arithmetic.—*G. W. Smalley's Paris Letter to the New York Tribune.*

LEAVES FROM MY MEMORANDUM; OR, OTHER TEACHERS' SCHOOLS.—I.

June 19.—We have before us a class in geography. Every pupil has a slate. A lesson on the map of Illinois has been assigned. The manner in which the pupils write shows us that the given lesson has been carefully and thoughtfully prepared.

The teacher, in order to show the class that he attaches importance to the lesson which he has assigned, and which they

have so thoroughly prepared, questions them in rapid succession, receiving answers from the numbers called here and there throughout the class. While so doing, the teacher is watching the class with a critical eye, and I find that he is always sure to designate the thoughtless, indifferent pupils to answer when they least expect it. The class is permitted to criticise in a genteel and friendly, yet in a decided manner, all mistakes. Everything is done that tends to a clear and distinct meaning, both of the lesson and the pupil's understanding of it.

After this profitable exercise has engaged the class for a short time, they take their slates and the position for writing. The teacher, designating number one, asks, "What is the Equator?" (Continuing, he proceeds rapidly down the class in the following order, until each has been given a question.)

No. 2. "What kind of a circle is it?"

No. 3. "What is the difference between a great circle and a small one?"

No. 4. "What states touch the Mississippi river?"

No. 5. "What kind of inhabitants are found in the North Frigid Zone?"

No. 6. "What is the metropolis of Kentucky?"

Having reached all the class with questions like the above, the teacher calls on number one to read. In the meantime the teacher has found his way behind the class, and as each pupil reads he marks the incorrectly spelled words, the capital letters, the punctuation, etc. Number one reads, "The equator, which means to make equal, is the great circle of circumference furthest from the poles. It is at every point 6,225 miles from the poles."

The teacher marks the small *e* in the word equator, and calls the attention of the class to it. It is decided that the word should commence with the capital *E*. Number one makes the correction, when number ten, who seems to be a very thoughtful pupil, and who has had her hand up all the time, is recognized by the teacher, and says: "Number one says 'a great circle *furthest* from the poles;' she should say *farthest* from the poles, because *farthest* means to a great extent, and *furthest* means to a *greater* extent, or *more* remote."

Teacher. Number ten, what you have said is indeed very applicable and true. You will all be much profited if you will

write these words on your slates and examine them in your dictionaries at some convenient time.

Teacher. She says, "equally distant from the poles." Now, what are the poles?

Class. "The extremities of the earth's axis are called the poles."

Teacher. "And what is the Axis of the Earth?"

Class. "The Axis of the Earth is a straight line passing through its centre and poles."

Here the teacher illustrates by running his pencil through an apple, after which numbers 2, 3, 4, and 5 read their answers. There being but few mistakes, but little criticism was offered or needed, and the reading was continued, as follows, by number six: "The Metropolis of Kentucky is Mammoth Cave."

All hands go quickly up and the pupils shake with laughter. A smile of both mirth and sympathy spreads over the teacher's face; number six "looks confusion worse confounded;" the teacher waves his hand along the class; number seven tells us what a metropolis is; number six gets a key to his answer; he gives it, and, after naming the metropolis of several states and countries, he seats himself with an air of comfort and intelligence that he, a little while ago, did not possess.

The class now proceeds with the reading as before, and with like results and criticisms as above indicated, until all have read the answers to the questions given.

The exercise is concluded by the whole class writing on their slates the South American States, and the capital of each. This is done neatly and quickly. Some one having everything correct, reads from the slate and spells the different words. The others make the necessary corrections, and move softly to their places with an air of satisfaction and refinement.

June 20. As I sit in my room and think of this recitation, I can see that *Theory* directed, and *Art* performed. I can see that thought has been developed, and the mind informed, and the eye and the hand trained. I am satisfied that some of the ideas obtained in this way will remain, and can be recalled at will. Let us try to make more of the facts of geography our own. Believing that there is something to be gained by using the slate or blackboard in teaching geography, I submit the thought to teachers, and turn over a new leaf. * *

NEW ALBANY, IND., June 20.

INFINITIVES AND PARTICIPLES.

E. TUCKER.

1. By common consent, these forms are among the most difficult things in our language. The *test* of a new text-book on grammar is, now-a-days, to a great extent, "What about Infinitives and Participles?" No treatment yet given seems to satisfy the public mind. Any attempt, therefore, to make clear this dark matter will doubtless be kindly received, even though it should be pronounced a failure. I have thought long upon these things, and spent much labor in trying to get at the truth, and will state briefly some of the results which I have obtained.

2. The elements of a proposition are of two kinds: essential and subordinate. The essential elements are subject and predicate. These are equal in rank, and neither is said to modify the other. Subordinate elements, on the other hand, modify subject or predicate, or each other.

3. The question arises, therefore, as to any word, phrase, or clause, Is it subject? is it predicate? or is it modifier?

4. The chief word in a predicate is the *verb*. It is either a verb alone or with a noun or an adjective. In the two latter the verb is the copula; in the first, the verb is the whole (simple) predicate.

5. The predicate always has a subject (either in word or in idea). The subject is not always joined directly with its predicate, neither is it always expressed. The subject may be (1) joined directly with its verb; (2) joined with the first and carried on (in mind), so to speak, to the rest (one or more); or, (3) wholly suppressed.

6. Illustrations.—1. *He eats* dinner. *He*, subject of *eats*. 2. He wishes *to eat*. *He*, direct subject of *wishes*, and carried along to *eats*. 3. For *me to eat* is useless. *Me* is the subject of *to eat*. 4. *To run* is folly. The subject of *to run* is not expressed. 5. *John coming* home, we were glad. *John* is the subject of *coming*.

7. Verbs always form (partly or wholly) a predicate. Infinitives and participles form predicates just as truly as other verbs do, though not exactly of the same kind. This is the idea

which supplies the missing link, and which, followed out, will prove the thread to serve as the clue to the hidden unexplored labyrinth of infinitive and participial darkness. At least for myself, I must say that this view has opened to my mind this whole mystery, and made to be "clear as light" what before was "dark as Erebus."

8. Let me state, somewhat in detail, the nature of verbs:

1. A verb expresses action, being, etc., implies time, and forms a predicate. 2. It may be regular or irregular, copulative or non-copulative, auxiliary or principal, transitive or intransitive. 3. If transitive, it may be active or passive voice, and have objects. 4. If copulative, it may have (noun or adjective) predicate. 5. It may have a subject.

9. In all these (about twenty) particulars, participles and infinitives partake of the nature of verbs. It is no wonder, then, that they hold their place as a part of the verb. Even those who make the participle a distinct part of speech class it, nevertheless, as one of the principal parts of the verb. All authors, so far as I know, class the infinitive as a verb; yet, while the participle is used (as a verb) a hundred times where the infinitive is once, it, forsooth, is *no verb*!

10. Is there, then, any difference between participles and infinitives and other verbs? and if so, what is it? I answer, there is one principal difference. A finite verb (so called) forms a *full predicate*—the infinitive and participle *cannot* form a full predicate. But it may be asked, what do you mean by a "full predicate," and a "not full predicate?" I mean this: A "full predicate" is such a predicate as will (with a subject) form a proposition that may stand alone. An "incomplete predicate" is such a predicate as will not form (with a subject) a complete proposition. Example: He comes home, is a full proposition, and *comes* is a full predicate. He wishes *her to come*. *Her to come* cannot stand alone as a proposition, and *to come* is an incomplete predicate.

11. There are three sorts of clauses: 1. Complete, subject and full predicate. 2. Abridged, subject and incomplete predicate. 3. Semi-clauses, incomplete predicate-subject suppressed.

Specimens: 1. Complete, I will go if *you go*. 2. Abridged, I wish *you to come*. 3. Semi-clause, I am charged with *being a spy*.

Now, finite verbs form the predicates of complete propositions, and infinitives and participles that of abridged clauses and semi-clauses.

12. The universal defect in the text-books is the attempt to deny them their true places as *predicates*. They may be used, indeed, as nouns, adjectives, or adverbs; but so may clauses with any other verbs be used in the same way.

That you should go is needful. "That you should go" is subject of the whole proposition; yet "you" is subject, and "should go" is predicate of the subject element, nevertheless. So in "For you to come is right." "For you to come" is subject, yet "you" is subject, and "to come" is predicate. To be a statesman is noble. "To be a statesman" is the subject, yet "to be statesman" is a predicate, with subject suppressed.

13. I conclude by repeating my statement that infinitives and participles *form predicates*, and that this idea, followed out, unravels the mysteries and explains the puzzles of the matter. I would like to add some forms of diagram, setting these ideas in a still clearer light, but, for the present, I forbear.

SPARTANSBURG, INDIANA.

TO TEACHERS WHO DREAD COUNTY INSTITUTES.

EMMA H. M'CULLOCH.

HAVE you ever seriously considered the fact that your County Teachers' Institute is accepted as the proper base upon which to estimate the intelligence and activity of your teachers and school officers, as compared with other counties? This being undoubtedly true, are you quite satisfied with your record? Leaving out of judgment yourself and your particular friend, do you honestly believe that the country teachers of your county rank honorably in their institute work? *If not*, can yourself and your friends escape the general degradation of failure? Your own work must suffer if you have not good teachers as co-workers. Can you be sure that you will not next year take charge of a school which is this year under the control of a

teacher greatly needing institute help, who failed to receive it through your indifference to general attendance?

Count the number of teachers regularly employed every year in your district and graded schools, and estimate the per cent of such number of teachers who attend the county institute from the first day to the last, as genuine working members. Will you make it a matter of personal duty to raise this per cent?

The county superintendent must remain responsible for the teachers chosen to instruct, and for the general plan of instruction. Any superintendent who realizes the power of his office and sincerely desires to raise the standard of teaching in his county, is even now planning for the summer institute; perhaps already has a definite programme arranged for each hour of its session.

If you have such a superintendent, happy are you! Your part is to cordially aid him in places where you can work better than he. Could you not excite a local interest and pride, within your own neighborhood, in the attendance and intelligent spirit of your county institute? Persuade yourself and other teachers that you are not blameless, until the public so appreciate institute work, that every instructor presented to you has a full, willing, active class to follow his directions, and a quiet, attentive audience.

Will you not be able, *fairly*, to excite public scorn at the farce of teachers claiming "Attendance on Institute" to raise the grade of their certificates, when you know and *they* know, they were only present one half-day, simply to enroll their names?

There is, unfortunately, another class of county superintendents other than those named above. The superintendent of the no-plan class publishes a call for a county institute, to continue one week. On Monday morning he and a dozen teachers meet. He looks from one to another with anxious perplexity, and scans every window and door for means of escape from his position. Then begin little private appeals to teachers. "Won't *you* conduct an exercise?" "In what branch?" inquires the teacher. "Oh, anything," briskly answers the superintendent. "Anything. Just talk a little. We must get something going." Perhaps the fourth or fifth thus called upon for assistance does "talk a little," then a blank ensues; until another teacher, in pity for the superintendent or shame for his profession, attempts

another piece of instruction. Something after this disjointed fashion the days go on, and the last hour is gratefully hailed by superintendent and teachers.

If such a system (or want of system) prevails in your county, you are not excusable for its perpetuity. One earnest, working teacher can bring to pass better plans and better work, and the superintendent himself be rejoiced at the change, even though ignorant of the true cause.

Just here is touched a source of much institute indolence. You tried once, working hard, and never received any credit for it?

Having done our best, and seen others carry off the honors, we might solace ourselves by Whittier's noble thought:

"What matter, I or they?
Mine or another's day?
So the right word be said,
And life the sweeter made."

Will you present yourself early on Monday morning, at the place appointed for your county institute, and every day thereafter until the close of the session, bringing note-book and taking notes, with a resolve to use them in actual school work; cheerfully attempting any service required by the county superintendent, particularly, seeing that your place is filled in each class needing one more?

Will you think of better things than are suggested here, then propose them and work for them, doing good to yourself and honor to your county?

THERE are souls which fall from heaven like flowers; but ere the pure and fresh buds can open they are trodden in the dust of the earth and lie soiled and crushed under the foul tread of some brutal hoof.—*Richter*.

THE charms of nature, the majesty of man, the infinite loveliness of truth and virtue, are not hidden from the eye of the poor but from the eye of the vain, the corrupted, and self-seeking, be he rich or poor.—*Carlyle*.

OFFICIAL DEPARTMENT.

CODIFICATION OF THE SCHOOL LAWS.—Continued.

8. By section 121 of the general school law, approved March 6, 1865, the state superintendent is charged with a "general superintendence of the business relating to the common schools of the state, and of the school funds and school revenues set apart and appropriated for their support." Section 3, of the same act, instructs the state superintendent as follows: "He shall at any time, when he discovers from the report, or otherwise, that there is a deficit in the amount collected for want of prompt collection, or otherwise, direct the attention of the board of county commissioners and the county auditor to the fact, and said board of commissioners are hereby authorized and required to provide for such deficit in their respective counties." Section 126 of the same act provides as follows: "He shall exercise such supervision over the school funds and revenues as may be necessary to ascertain their safety, and secure the preservation and application to their proper object, and cause to be instituted, in the name of the State of Indiana, for the use of the proper fund or revenue, all suits necessary for the recovery of any portion of said funds or revenues. * * *

Section 6 of an act approved March 12, 1873, as amended by an act approved March 9, 1875, provides as follows: "Such [county] superintendent shall see that the full amount of interest on the school fund is paid and apportioned, and when there is a deficit of interest of any school fund, or loss of any school fund or revenue by the county, that proper warrants are issued for the reimbursement of the same. * * *

In the act of 1875 there is a repealing clause. The question arises, does the act giving the county superintendents authority, repeal the sections giving the state superintendent authority over the school funds, or do state superintendent and county superintendents have concurrent jurisdiction? These are important questions, as they involve the supervision of over four millions of dollars of school funds, and of the collection of \$375,000 of interest thereon, annually. I think it is impossible for the county superintendents to carry out the provisions of section 6. They have not the necessary information. The county superintendents might be authorized to see that the moneys apportioned by the state superintendent were properly distributed and accounted for by the county officials. This is a duty county superintendents can perform; the other they cannot perform.

9. Township trustees who are ex-officio school trustees were formerly elected in October. The law required them to make their final settlements with the commissioners on the first Monday after the second Tuesday in October. The trustees will, however, be elected hereafter on the first Monday in April, but the law requiring the trustees to make their annual settlements with the commissioners in October, remains unchanged. Now, shall the outgoing trustees retain their books, papers, vouchers and accounts until they can make their annual settlements with the commissioners in October, or shall they turn them over to their successors as soon as they qualify, and before the final reports are made? Neither way is the proper way. They should be permitted to make their final settlements with the commissioners upon retiring from office. The same difficulty arises when the treasurer of a city or town school board retires from office in June. Again the law requires the school trustees to make an enumeration of the school children between the first day of March and the last day of April. The trustees in townships now go out of office early in April. If a part of the work of taking this enumeration is done by one trustee and a part by another, a great deal of confusion would be likely to arise. The law should require the outgoing township trustees to complete the enumeration and make their reports to the county superintendents before they retire from office.

10. Section 146 of the general school law reads as follows: "Any person who shall sue for or on account of any decision, act, refusal, or neglect of duty, of the township trustee, for which he might have had an appeal, according to the provisions of the preceding section, shall not recover costs." The preceding section provides for no appeal. The appeal spoken of in section 146 is evidently the appeal from the decision of the trustee to the county superintendent as provided for in section 164.

11. An act approved March 11, 1875, entitled "an act to limit the power of township trustees in incurring debts, and requiring him to designate certain days for transacting township business," speaks of the township trustees as officers of the civil township and not as school trustees. In each township there are two separate corporations—a civil corporation for certain purposes, and a school corporation for certain other purposes. The civil corporation has a civil trustee, and the school corporation has a school trustee. Although both offices are held by one and the same person, they are, nevertheless, two separate and distinct offices. The Supreme Court has so declared. A limitation placed upon a township trustee does not necessarily limit him as a school trustee, and a limitation placed upon a school trustee of a township does not necessarily limit him as a civil trustee. It is thought that there is as much reason for the limitation of a school trustee in the contraction of a debt for a school house as there is for the limitation of a civil trustee in the contraction of a debt for a bridge or a road. Although possibly so intended by the legislature, I think this statute places no limitation whatever upon the trustees in townships in relation to school matters.

12. Incorporated cities and towns are often formed within townships, and both frequently extend their limits so as to include school property held by

the townships. Sometimes this enlargement takes in a part of a school district, sometimes the whole of it. Sometimes the school property so included has not been paid for, and the township may be in debt heavily for it. Possibly it has issued bonds to cover this indebtedness. In most cases both the city or town, and the township have an interest in the property. If the property is retained by the city or town, the township would be defrauded; if retained by the township, the city or town would be defrauded. Cases of this sort are of frequent occurrence, and are among the most vexatious and annoying of any submitted to this department. While no two cases are precisely alike, some general provisions might be made by which questions of this sort might be speedily and easily settled. The law makes no such provisions, although the title to property worth hundreds of thousands of dollars is probably involved.

13. The school law has been amended at every session of the legislature since 1865. In order to ascertain the history of the amendments, all the published volumes of the acts printed must be carefully examined. So many sections of the law have been changed that this is a laborious task. If a section, say section 30, for example, has been amended by one session, and the amended section has been amended by another, and so on, in all editions of the school law issued from this office, the section as last amended has been printed in lieu of the original section. This is so printed that school officers may readily ascertain what the law is at any given time. The Supreme Court has laid down the rule that where a section has been once amended it is no longer in existence, and if further amendment is made the amendatory act must be amended rather than the original act. Great confusion has arisen from the fact that the legislature has often attempted to amend a section of the original school law which had already been amended by a subsequent act. This process has given us many school laws with defective titles. Some of these have already been declared void by the Supreme Court; others probably would be if brought before the court. This is one of the strongest arguments I can make for a thorough and entire revision of the whole school law. A simple, plain, compact, school law is an absolute necessity to the proper administration of the schools and the management of the school funds. I think I have said enough to show that the work I am doing is of vast importance and that the legislature was justified in requiring it to be done, whatever of labor or time may be consumed in its accomplishment.

JAS. H. SMART,
Superintendent of Public Instruction.

EDITORIAL.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

WE wish to call particular and special attention to the article published elsewhere on *Reading*. It puts in a strong and clear way the fundamental ideas that the Journal has advocated for years past. The author of the article believes in voice culture, but as it is secondary in importance and is often treated, does not make room for it in this article.

ELOCUTION *vs.* READING.

We have before us a letter from a teacher of elocution containing these words: "Notwithstanding you are a non-believer in elocution," etc. We have seen so much time spent in teachers' institutes in attempts to teach elocution, that could have been so much more profitably devoted to teaching plain *reading*; and we have cried out against it so emphatically, that it is not strange that we should be written down as opposed to elocution altogether. We wish to be fairly understood: we believe in elocution—believe in it most heartily; but do not believe that it should be substituted for reading, and it should find but little space in programmes for teachers' institutes. What the great body of teachers most need is a knowledge of how to teach reading—especially how to teach it in the lower grades. If elocutionists will devote themselves in institutes to teaching what the teachers most need and can use, we would urge their employment in every county. Elocution is valuable, but not most valuable to the average teacher. Elocution, i. e. the power to utter thoughts well, should be a part of every lesson. The habit of confining all elocutionary teaching to the reading lesson is a grand mistake, and results in evil, not only to reading but to elocution. Elocution is not necessarily more connected with a reading lesson than it is with a geography lesson. If teach-

ers would take more pains to secure correct and elegant expression of thought in all school work, and make the reading lesson a special means for literary and æsthetic culture, a vast improvement would be made upon present teaching. The child should first be taught how to get the thought and appreciate it, and how to properly express it.

SOMETHING ABOUT INSTITUTES.

County teachers' institutes in this state have been one of the chief means in advancing the interests of all our schools, but more especially of the district schools. These institutes furnish an opportunity for *all* the teachers in each county to come together and spend a week, each year, in exchanging views and getting the best thoughts of the best teachers in regard to school work. Such institutes have done good and must continue to do good; but that they may do the most possible good, we make the following suggestions:

1. Institutes should be held just before the opening of the majority of the schools in the county. Better hold the institutes late and dismiss the schools than to hold them early in the summer, before teachers know certainly that they will teach, or where. The objection to late institutes is the dismissal of the schools, and the argument in favor of them is that teachers come to them fresh from their schools, full of ideas and questions, and go directly back from them with increased enthusiasm to put into practice the new points gained.

2. The law makes it the duty of the *superintendent* to hold these institutes, and he ought not, therefore, to place the conducting of them entirely out of his own hands. Some superintendents make the mistake of placing in the hands of a committee the arranging of a programme, the selection of instructors, etc., and they place in the hands of the institute itself the responsibility of its own organization—the selection of its own officers, and the appointment of its own committees. In the eyes of the law there is just as much reason for a teacher's organizing his school by having the pupils vote him in as chairman, and by appointing a committee from their own number to arrange a programme and adjourn on motion, as there is that a superintendent should organize an institute on such a basis. An institute is not a society, but a school.

3. The superintendent should furnish the best possible instruction. Teachers cannot afford to spend their time and money in attending these institutes and get no return; they have a right to demand of the superintendent that he shall at least exhaust his resources in giving them something new, suggestive, and helpful. The state superintendent has repeatedly decided that the entire \$50 appropriation should be spent in securing good instruction, and that not a dollar of it should be used to pay the county superintendent for his time.

In order that the instruction shall be efficient, it is essential that those who give it should have ample time for preparation. (See article elsewhere in the Journal on this subject.) It is always desirable to have *some* outside help. It is only a silly prejudice and a narrow conceit that would exclude good foreign help when it is at all available.

The writer once spent a half day in an institute in company with three prominent educational men, all experienced as institute workers, and yet, with the exception of thirty minutes given to an elocutionary exercise, the entire session was spent in witnessing "how I conduct recitations in geography, arithmetic," etc. There was a wonderful monotony in the work, and, from beginning to end, not the shade of a shadow of a new thought or helpful suggestion. The superintendent apologized to his visitors for not calling upon them by saying that they had decided to make that institute a *practical* one. As a rule, most of the work must be done, and ought to be done, by home workers; but "outsiders" can usually give a variety and a freshness to the exercises much to be desired.

4. It is better to have a series of lessons on a subject prepared and given by the same person, rather than to have the lessons disconnected.

5. The *principal* object of the institute is to teach teachers how to teach, and not to give them academic instruction. A knowledge of the branches taught, on the part of the teachers, must be presupposed by the institute instructor.

6. That the exercises may be "practical," principles should be illustrated rather than explained in words; teachers should be drilled—made to take a part in the work, rather than be *talked at*.

7. Teachers, in order to derive most benefit, must *do* what is required of them, and ask frequent questions for information: and last, but by no means least, should have blank books and take full notes of all new matter, otherwise much that is valuable will be lost.

SCHOOL DISCIPLINE.

No subject is fuller of interest to the teacher than that of School Discipline. No other department of school work causes teachers so much trouble and anxiety, and no other one cause produces so many failures as "school discipline."

If some one could invent a patent that would govern schools, he would become immensely rich in a single year by the sale of it. But no one ever has invented, or ever can invent, such a patent. No recipe has ever been written that will apply equally well in all cases of discipline.

The principal ingredients in every recipe that will work at all, are "common sense" and "gumption." If a teacher lacks these ingredients he should change his profession, and the sooner the better, whatever his book-learning.

While no definite rules can be given that a teacher may blindly follow, some general principles may be laid down as guides that will be helpful, especially to young teachers. We give the following excellent suggestions made by Prof. J. E. Nichols, of Detroit. He says: "There are three essentials to the success of the teacher: 1, he must himself know that which he is to teach; 2, he must have the capacity to tell what he knows; 3, he must have the faculty to manage rightly. The last is frequently the most difficult, es-

pecially for young teachers. Some of the requirements of teachers are : 1, Govern yourselves, otherwise you cannot govern others; 2, have a clear idea of what you are to do; 3, teach pupils how to study, how to get out of the book what is there, and how to put it into their own language; 4, do not be noisy yourselves in the school room, but govern by quiet signals so far as possible; 5, in hearing recitations be interested yourselves in the pupils' work, be enthusiastic; 6, have no pet pupils, and on the other hand do not be constantly suspicious of any pupils; 7, govern without monitors; 8, govern pupils yourselves, do not, for trivial reasons, send them to the principals, superintendents, or directors; 9, have a regular programme, and adhere closely to it; 10, do not allow pupils to report each other; 11, cultivate in pupils self-respect and self-government; 12, never attempt so ferret out mischief without being successful; 13, do not lower yourselves, but endeavor to bring your pupils up to your level, preserve your dignity, but let it be an easy, natural dignity; 14, if you have teachers working under you give them due credit for the work which they do; tell them that they are doing well, and thus encourage them in their work."

WHAT? WHY? HOW?

In whatever place, position, or department of school work you are placed, remember that your success depends on the definiteness with which you can answer to yourselves the three following questions: 1. "What am I going to do? What is the work before me?" Teachers fail because they have no clear, definite idea of the work to be done; they go feeling their way along, making blunders and losing the confidence of their pupils. 2. "What am I doing it for? Why?" You cannot work intelligently unless you can answer this question. We should never do things simply because others do them; we should know the reason for everything. 3. "How am I going to do it?" This necessitates a method, a definite plan; you cannot do satisfactory work without a definite plan, without having an aim and end in view.

These three questions apply with equal force to the hearing of each recitation. If you will, begin knowing (1) just *what* has been done, and have clearly in mind the object to be reached, the points to be made; (2) knowing *why* you begin as you do, and proceed as you do; and (3) knowing *how* to present each point in the best way, the advancement of your pupils is insured. If you can answer to yourselves clearly these questions before beginning your work, you will be successful; if you cannot answer them you will not be successful.

PROFESSIONAL READING.

The Editor of the Journal has for years insisted that every teacher should read some good educational paper. This is necessary in order that he may keep up with the best methods and newest thoughts in his profession. He

holds that a teacher has no right, legally or morally, to experiment upon children, and learn his profession by repeated blunders. He holds that every teacher should conscientiously prepare himself for his work, and then use all reasonable means to keep posted as to improvements. A teacher that ceases to grow soon dries up professionally; should be cut down and cast into the fire.

W. D. Henkle, of Ohio, says, "No teacher deserves a position in a school who has not enough educational spirit to become the reader of at least one good educational periodical. * * He *ought* to read several. If he is too poor to afford the expense of one, he is too poor to teach." *What journal should a teacher take?* The one that will do him the most good. If his own state journal is a good one, he should take that. If teachers support well their own educational paper, its increased circulation makes it a power in the state for the promotion of educational interests, and thus it becomes the teacher's best friend. It is always ungrateful to "cut" a tried and true friend for the sake of a new acquaintance.

SCHOOL HYGIENE.

Too much attention cannot be given to the health of children. A good education is very desirable, but it is not worth the getting if procured at the price of health. *Next to moral character, good health is the thing most to be desired in this world.*

Teachers are responsible for the health of school children to a much greater extent than most of them are willing to admit, and something must be done to make them feel as they should their responsibility in this regard. The law of Indiana requires persons to pass an examination in physiology in order to get a certificate to teach; and the object of the law is not only to make it sure that the teacher shall be able to give instruction in this branch, but also to make it certain that he can protect and promote the health of a child while he is instructing its intellect and improving its morals.

People are rapidly learning that health is not a matter of chance or luck, but of *law*, and that these laws may be learned and observed, and thus health secured and life prolonged. They are rapidly learning that the *physical* laws are God's laws as really and as truly as are the moral laws, and that he as much expects us to obey the one as the other, and as inevitably punishes alike the violation of either. A willful violation of a law of health is not only a physical, but a moral sin. A person has no right to abuse his body—the instrument through which, and with which God intends him to work. In answer to the salutation, "How do you do this morning?" Horace Mann once said to me, "*I am ashamed to say that I am not very well.*" He believed that it was his business to learn and observe the laws that governed his health, and was "ashamed" when he failed to do so. He believed that a physical law, learned by study, was as binding as though it had been proclaimed from Mt. Sinai.

We were recently much gratified to hear the Rev. Oscar C. McCulloch, pastor of Plymouth Congregational Church, Indianapolis, preach a sermon on the duty of learning and observing hygienic laws. He argued that it is ~~not~~ the will of the Heavenly Father that little children should die; that they die because his laws are violated. Mr. McCulloch not only preached on this subject himself, but gave up his pulpit on Sabbath evening to a practicing physician, who preached to the people on "Summer Hygiene." We are of the opinion that the congregation got more pure and undefiled religion out of these discourses than they would have gotten out of two sermons of the same length on "Predestination," or "Modes of Baptism."

Would that every other minister in the land would pursue a similar course, and occasionally, at least, preach a sermon on "the religion of pure blood."

THE EDUCATIONAL WEEKLY, published at Chicago, in its issue of July 18, takes monthly journals in general, and this journal in particular, to task for printing "stale news." Monthly papers do not pretend to be able to furnish news as fresh as the dailies or even the weeklies, but they do not care to be reminded of this fact by a paper that has but recently been a whole month behind in its own publications. The Journal's chief offense seems to be that its July issue, in announcing the resignation of Mr. Phelps as chief editor, said that his successor had not yet been named, when in reality he had been "announced with all becoming prominence in the issue of the Weekly of June 27." We beg the new editor's pardon for this seeming disrespect. Our excuse is that the reading matter of the Journal is generally all made up and in the printer's hands *before* the 27th of the month preceding the month for which it is intended. We seldom insert anything that reaches us so late as the 27th.

We hereby make amends, so far as possible, by announcing that the new editor is properly installed, is a good writer, and that he has brought to the aid of the Weekly a fresh supply of money which will render another suspension of the paper unnecessary for several months to come. In the meantime the readers of the Weekly may look for their *news* regularly.

We have on hand a large number of articles contributed by friends, on various subjects, several of which we shall publish in due time. We need to explain, from time to time, that short, practical articles are always gladly received, and that "addresses," "essays," etc., prepared for special occasions, are generally inappropriate for our use. We never wish to offend by refusing to print what is sent us for publication, but are sorry to know that we frequently do give offense in this way. The Editor is liable to make mistakes, but somebody must decide as to what is most appropriate, and the Editor *tries* to select what will be most useful and most interesting to the majority of his readers.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JUNE, 1878.

WRITING—*Specimen of Penmanship.*

“ In early days the Conscience has in most
A quickness which in later life is lost:
Preserved from guilt by salutary fears,
Or, guilty, soon relenting into tears.”

50.

1. In writing upon fool's-cap paper how many spaces would you consider the distance from one line to the other? 10.
2. (a) What is movement as used in writing?
(b) Name the different kinds. a=5; b=5.
3. Why should you require pupils to give an analysis of the letters? 10.
4. (a) Why should you require pupils to have pen-wipers?
(b) Of what material should they be made? a=5; b=5.
5. How many spaces should intervene between words in the same sentence? Between what points should the distance be measured? 10.

NOTE.—The applicant should be required to copy the specimen of penmanship in ink. It should then be marked upon it from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

READING.—One sunny day a beautiful butterfly spread its trembling wings, and moved them up and down to try their strength. Then it soared up high in the air, and over a garden to the open window of a little child's sick room. *Sheldon's Second Reader.*

- (a) Why are the butterfly's wings spoken of as trembling, and why does the butterfly need to try their strength? Explain as you would to a child.
- (b) For what words in this lesson should pupils be required to give synonyms? Write the synonyms.
- (c) Describe the garden which the reader's fancy should see.
- (d) How will you lead the children to imagine what the butterfly saw in the sick room?
- (e) What preparation should children be required to make for the reading of this lesson?

5 pts., 20 each.

ARITHMETIC.—1. Find the least common multiple of 30, 45, 48, 80, 120, by factoring. Show work. Proc. 8; ans. 2.

2. Multiply 13-15 by $\frac{3}{4}$. Give analysis. Anal. 8; ans. 2.
3. A man paid 25 of his money for a farm, $\frac{1}{3}$ of what remained for repairs, $\frac{1}{3}$ of what then remained for stock, and $\frac{1}{2}$ of what remained for utensils, and then had left \$650. How much money had he at first? Proc. 5; ans. 5.
4. $.08\frac{1}{4} \times 1.2\frac{1}{2} \div .006\frac{1}{4} = \text{what?}$ Decimal points 8; ans. 2.
5. Define cylinder; circle. 2 pts., 5 each.
6. The difference in time in the observations of an eclipse at two places was 3h., 25 min., and 12 sec. What was the difference in longitude between the places? Proc. 6; ans. 4.
7. Define net proceeds, par value. 2 pts., 5 each.
8. A note of \$525, dated May 12, 1869, and bearing interest at 7 per cent, was paid July 24, 1871; what was the amount? Proc. 5; ans. 5.
9. What is the difference in the present value of cash payment of \$545 and a note of \$571 due in 8 months without interest, money being worth 8 per cent? Proc. 6; ans. 4.
10. $\frac{8}{9} + (8 \times \frac{49}{12}) \div (1+3) \times 5 = \text{what?}$ Ans. 10.

- GEOGRAPHY.—1. Why are the Polar Circles distant $23\frac{1}{2}$ degrees from their respective poles? 10.
2. What is the difference, in general direction, between the mountain ranges of the two hemispheres? 10.
3. Three vessels came to New York, laden, one with coffee and cotton; one with coffee and spices, and the third with cotton and sugar. From what countries would you suppose the vessels to have come? 3 pts. Take 4 off for each pt omitted.
4. Of what countries are the following cities the capitals? Lima, Berne, Brussels, Ottawa, and Lisbon. 5 pts., 2 each.
5. What advantages does Europe derive from its indented western coast? 10.
6. What are the advantages, for internal commerce, of Wisconsin, Michigan, Illinois, and New York? 10.
7. Name the five most populous cities of the Union, in the order of their population. 5 pts., 2 each.
8. Name the five largest cities in Indiana. 5 pts., 2 each.
9. What nations exercise dominion over the three great peninsulas of Asia? 3 pts. Take 4 off for each pt. omitted.
10. Fill the following blanks: 10 pts., 1 each.

Country.	Capital.	River.	Mountains.
		RHONE.	PYRENEES.
ITALY.	ROME.		
		DANUBE.	CARPATHIAN.
		VOLGA.	URAL.
		ELBA.	CARPATHIAN.

- GRAMMAR.—1. What is the chief purpose of English Grammar. 10.
2. (a) State the principal classes into which nouns may be divided.
(b) Give examples. a=5; b=5.
3. (a) Give rules for the use of the articles definite, and indefinite.
(b) When may the article be omitted? a=5; b=5.
4. Write a compound sentence with a verb in the infinitive as one of the subjects. 10.
5. Write the possessive case, plural, of *ox, rock, grass, deer, kiln*.
5 pts., 2 each.
6. (a) How do you express a higher quality than is indicated by the simple superlative?
(b) Give examples. a=7; b=3.
7. Designate the subject, predicate, and the modifiers of each, in the following sentence: "When faith is lost, when honor dies, the man is dead." 10.
8. Parse all the words in this sentence: "*Whatever is, is right.*" 10.
9. Correct the following sentence, and give reasons for the corrections: "Most everybody think they are as good as their neighbors." 10.
10. Give four rules for the use of the *Comma*, and write a sentence in illustration. 5 pts., 2 each.

- HISTORY.—1. (a) What European nations held claims to territory in the U. S. in 1607? (b) On what did they base their claim? 2 pts., 10 each.
2. (a) When did the French and Indian war occur?
(b) What was its relation to the Revolutionary war. a=5; b=15.
3. (a) When was the steamboat invented?
(b) When did the battle of New Orleans occur?
(c) Which of these events has exerted the greatest influence on the history of this country? a=5; b=5; c=10.
4. What causes have produced the rapid increase of population in the United States? 20
5. What were the objects of the European governments in founding colonies in America? 20

- PHYSIOLOGY.—1. How can it be shown by experiment that the tissue of the bones is constantly being renewed? 10.
2. Give two uses of perspiration. 2 pts. 5 each.
3. What kinds of food are most needed in frigid regions? Why? 2 pts., 5 each.
4. By what fluids are fatty substances digested? 10.
5. (a) How frequently should food be taken? (b) Why? a=5; b=5.
6. Define digestion. 10.
7. Why should teeth which are decayed be extracted or filled? 10.
8. What arteries carry impure blood? 10.
9. What impurities are removed from the blood in the lungs?
2 pts., 5 each.
10. Why may a wound on the left side of the head paralyze the right side of the body? 10.

THEORY AND PRACTICE.—I. (a) What is the chief object of school government? (b) Why? $a=10$; $b=10$.

2. Name five qualifications necessary to the highest success in governing a school. 5 pts., 4 each.

3. (a) Should offences confessed by a pupil be treated in the same manner as offences detected? (b) Give reasons for your answer. $a=10$; $b=10$.

4. (a) What is your opinion of the practice of prescribing a series of rules for the government of a school? (b) Give reasons for your answer.

$a=10$; $b=10$.

5. What difficulties beset the proper classification of country schools? 20.

SENSIBLE BEQUESTS.

How to Place Money where it will do the most good.—The will of Rev. Daniel Austin, of Kittery, Me., bequeaths Harvard College \$7,000, to be expended at the discretion of the college government; Antioch (Ohio) College \$5,000, if it adheres to the principles of government established by the late Horace Mann in regard to the color and sex of the students, and the non-use of premiums or awards; Dartmouth, \$2,000, to obtain modern books, not theological, but on moral subjects morally treated; Cambridge Divinity School, \$2,000; Austin Academy, at South Strafford, N. H., \$5,000; the South Parish Sunday-school, at Portsmouth, N. H., \$1,000, the income to furnish lectures on "Reverence," "Purity," "Honesty," "Good Manners;" \$500 in trust to the Portland Overseers of the Poor, the income to furnish the colored population of the place (now twenty-seven in number) with means to celebrate Emancipation Day, and various other small sums to different persons and religious and Masonic societies, besides remembering about 100 persons with from \$200 to \$50 apiece. One-third of the remainder of his property he leaves to Brighton, Mass., to increase the Holton Library; one-third to Kittery, the annual income to be applied in making the best road possible in the district where he resided, and the remainder to Portsmouth, N. H., for various objects.

A PREPARATORY and academic department of the Central Normal School will be opened next fall. In this department it will be made a specialty to prepare young men and women for college. Academies of this class flourish in the East, and ought to flourish in the West. Such a department, if well conducted, will certainly be liberally patronized.

THE members of the old Indianapolis high school of 1858, recently held a reunion with nearly 50 "old boys" present, and had an enjoyable time. Besides many toasts, Dr. C. E. Wright made the principal address. The meeting will be repeated in May, 1879.

THE two medical colleges at Indianapolis have united and become a branch of Butler University. A sensible arrangement.

NORMAL INSTITUTES.

CENTRAL NORMAL, AT LADOGA.—The new building will be completed in time for the fall school. A large addition will be made to the library, and a superior collection of mineral specimens, from Colorado, has been donated by D. C. Stover.

A six-weeks' normal, under the charge of D. D. Luke, M. C. Skinner, and county superintendent H. G. Zimmerman, will commence at Albion, Aug. 5.

A four-weeks' normal will commence, July 22, at Marengo, Ind., under the charge of J. M. Johnson, J. W. Haskins, and county sup't Springstun.

W. L. Sanders is conducting a normal at Bloomington, which opened July 15.

A normal is in operation at Shelbyville, conducted by R. S. Page.

John Wyttenbach, county superintendent, and Jas. H. Logan, are conducting a four-weeks' normal at Rockport, beginning July 22.

Sixty teachers are attending the Dearborn county normal at Aurora.

I. O. Jones and C. E. Bickmore opened a six-weeks' normal at Monroe-ville, July 18.

The fourth term of the Cass county normal opened at Logansport, July 22, for a term of five weeks. J. K. Walts, H. G. Wilson, M. S. Coulter, and J. E. Williamson are instructors.

Edward Wise, formerly of this state, now of Tennessee, will hold a teachers' institute on the top of the Roan Mountain (height 6,367 feet), in North Carolina, beginning Aug. 21, and closing on the 23d, with a social and general reunion of the teachers of North Carolina and Tennessee.

An eight-weeks' normal opened at Burnettsville, July 29, with county sup't Geo. Bowman, L. D. Barnes, and W. Irelan as instructors.

The Parke county normal will begin Aug. 5, and continue 20 days.

R. A. Smith, Aaron Pope, and Morgan Caraway, began a six-weeks' normal at McCordsville, July 15.

Two normals are in progress in Howard county; one at Kokomo, conducted by W. H. McClain and H. S. Woody; and one at Greentown, conducted by J. F. Vaughn, assisted by county sup't J. W. Barnes.

R. A. Haste opened an eight-weeks' normal, July 8, at New Carlisle, St. Joseph county.

Smith J. Hunt, with several good associates, opened a six-weeks' normal, July 22.

Valois Butler recently began a permanent normal in Huntington.

J. G. Royer opened a normal in Monticello, July 29.

S. H. Wallace and A. N. Munden are conducting a normal at Austin, Scott county.

J. E. Morton and ——— Carter began a five-weeks' normal at Brookville, July 22.

Mrs. Anna Tillson, Miss Lucy V. Gosney, and county superintendent H. N. Short, are conducting a normal at Martinsville. It began July 22, for five weeks.

The Frankfort normal, H. Kohler and H. G. Boone as principals, opened July 22, for seven weeks.

The Bartholomew county normal opened July 15, for a term of four weeks. Wallace, Graham, Mobley, Funkhouser, Wertz, and Fix, are proprietors.

The Allen county normal began July 15, at Fort Wayne.

The Newton county normal will open at Kentland, August 5, for a term of four weeks, to be managed by Robert F. Kerr, county superintendent.

The Wayne county normal, with C. W. Hodgkin, of the state normal, Miss A. M. Freeland, W. W. White, and county sup't J. C. Macpherson, as instructors, opened for a term of five weeks, at Centreville, July 15.

The Fulton county normal opened July 8,

Sup't Axtel and — Mings are holding an eight-weeks normal at Bloomfield. It began July 29.

A union normal for Warren and Fountain counties is being held at Williamsport, by B. F. French and A. D. Snively. A four-weeks' term began July 15.

J. M. Bloss and D. S. Kelly opened a normal in Evansville, June 24.

A twelve weeks' normal was begun at Reedsville, April 29, by Prof. Scull.

Sup't F. McAlpine, A. H. Elwood, and E. J. McAlpine, opened a normal at Warsaw, July 15, to continue six weeks.

P. B. Triplett, C. P. Eppert, J. C. Gregg, and T. N. James, opened a six-weeks' normal, at Brazil, July 8.

R. S. Page began a six-weeks' normal at Shelbyville, July 8.

The following are the salaries paid the Indianapolis teachers, after the slight reduction made by the Board of School Commissioners:

Ass't Sup't Gram. schools, \$1,750; Primary schools, \$1,150; Prin. of Training school, \$1,150; Prin. High school, \$1,750; Teacher of Natural Science, \$1,350; German, \$1,200; 6 High school teachers at \$950 each; 1 at \$775; 8 Principals of buildings, at \$950 each; 5 at \$850 each; 2 at \$800, 6 at \$700 each; 4 Critic teachers, at \$700 each; 1 at \$800; 15 teachers, at \$570 each; 54 at \$530; 60 at \$480; 21 at \$440; 11 at \$420. Superintendent of City Schools, \$2,500.

Total number of teachers, 200. The average pay of teachers, excluding supervisors, principals, and critics, is \$495.21 per year.

EDITORIAL REUNION.—The editors and publishers of Lafayette recently invited the editors of the state to spend June 27 and 28 with them in a grand reunion, and the hundred or more that accepted the invitation were magnificently entertained by the hospitable and generous people of Lafayette. A ree excursion to Tippecanoe Battleground, and another to Chicago, with free

entertainment at the Palmer House and a free ride on the lake, were a part of the programme. The editors of Lafayette and their friends have placed the press of the state under many obligations. The people of Lafayette have a right to be proud of their beautiful city, with its eight railroads, beautiful residences, and extensive business.

THE PALMER HOUSE, Chicago, is, perhaps, the finest hotel in the world. A few others surpass it in size, but none equal it in the splendor of its finish and furnishings. In addition, it is fire-proof. One room might take fire and burn out, and the fire could not extend to the next. It is kept in good style, and its charges are reasonable. No one should visit Chicago without seeing this palatial travelers' home.

PRES. HEWETT, of the Illinois Normal, Miss A. P. Funnell, of the Indiana Normal, Sup't Stevens, of Columbus, Ohio, and T. W. Harvey, author of Harvey's Readers and other text-books, are now engaged in re-writing McGuffy's Readers.

THE Goodrich line of steamers, which run daily between Chicago and Milwaukee, Sheboygan, and points further north on the lake shore, furnish the cheapest and most delightful route of travel from Chicago north. Excursionists north should examine the time table and rates.

INSTITUTES will be held as follows:

July 29. Parke co., Rockville, Oliver Bulion.

Aug. 5. Montgomery co., Ladoga, J. G. Overton.

" 12. Bartholomew co., Columbus, J. M. Wallace.

" 12. Putnam county, Greencastle, L. A. Stockwell.

" 19. Lawrence co., Bedford, E. B. Thornton.

" 19. Orange co., Paoli, J. L. Noblitt.

" 19. Clark co., Jeffersonville, A. C. Goodwin.

" 19. Clay co., Brazil, P. B. Triplett.

" 19. Wayne co., Centreville, J. C. Macpherson.

" 19. Shelby co., Shelbyville, S. L. Major.

" 19. Pike co. (2 weeks), Petersburg, John Whitman.

" 19. Morgan co., Martinsville, H. N. Short.

" 19. Hamilton co., Noblesville, U. B. McKenzie.

" 19. Crawford co., Marengo, W. C. Springstun.

" 19. Perry co., Cannelton, Theo. Courcier.

" 19. Ripley co., Versailles, W. M. Vandyke.

" 26. Jefferson co., Madison, Samuel W. Prichard.

" 26. Tipton co., Tipton, B. M. Blount.

" 26. Hendricks co., Danville, J. A. C. Dobson.

" 26. Carroll co., Delphi, T. H. Britton.

" 26. Kosciusko co., Warsaw, F. McAlpine.

" 26. Madison co., Anderson, R. J. Hamilton.

- Aug. 26. Laporte co., Laporte, W. A. Hosmer.
 " 26. Franklin co., Brookville, C. R. Cory.
 " 26. Ohio co., Rising Sun, J. H. Pate.
 " 26. Scott co., Scottsburg, J. C. McCargar.
 " 26. Henry co., Spiceland, Timothy Wilson.
 " 26. Monroe co., Bloomington, G. W. Ramage.
 " 26. Hancock co., Greenfield, W. P. Smith.
 " 26. Dubois co., Jasper, E. R. Brundick.
 " 26. Owen co., Spencer, R. C. King.
 " 26. Marion county, Indianapolis, L. P. Harlan.
 Sept. 2. Benton co., Fowler, C. E. Whitton.
 " 2. Howard co., Kokomo, J. W. Barnes.
 " 2. Washington co., Salem, J. M. Caress.
 " 2. Marshall co., Plymouth, W. E. Bailey.
 " 2. Elkhart co., Goshen, D. Moury.
 " 2. Spencer co., Rockport, J. Wyttenbach.
 " 2. Grant co., Marion, T. D. Tharp.
 " 2. Clinton co., Frankfort, H. Kohler.
 " 6. Noble co., Albion, H. G. Zimmerman.
 " 12. White co., Monticello, George W. Bowman.

METEOROLOGICAL.—The signal station at Indianapolis shows the average temperature of June to have been 69.8°, the lowest since the station was established in 1871. The amount of rainfall for the same month was 2.15 in.; the least on record in the office.

D. W. DENNIS, of the Richmond high school, has prepared and had printed a "Key to the Richmond Fossils." This little pamphlet will certainly be valuable to any one desirous of becoming acquainted with the geology of the county round about Richmond.

A **TEACHERS'** picnic will be held at Richmond, August 1. An interesting programme promises a general good time. Thanks to sup't Blount.

PERSONAL.

Geo. P. Brown, late superintendent of the Indianapolis schools, has taken an agency in the text-book line, for D. Appleton & Co., with headquarters at Toledo, and his field of work Northern Indiana and Northern Ohio. About Sept. 1, he will remove his family to Ann Arbor, Michigan, as three of his sons will attend Michigan University next year. Mr. Brown is a strong man educationally, and was growing stronger every year. Indiana can ill afford to lose him.

H. S. TARBELL has been elected superintendent of the Indianapolis schools in place of George P. Brown, resigned. Mr. Tarbell is the present superintendent of public instruction for the state of Michigan, and in June last was renominated for the same place by the Republicans, which, in that state, is equivalent to an election. He accepts the superintendency of the Indianapolis schools for the reasons that that place pays better, and is, prospectively, much more permanent. No educational man in Michigan has a better reputation than does Mr. Tarbell, and Indiana's educational force will be greatly strengthened by his removal to the state. The Journal gives him a hearty welcome to the Hoosier State, and wishes him abundant success in his new field of labor.

The following named persons have been re-engaged to superintend the schools of the several places named: J. T. Merrill, Lafayette; Dr. J. S. Irwin, Fort Wayne; J. M. Bloss, Evansville; R. S. Page, Shelbyville; H. B. Jacobs, New Albany; C. M. Parks, Newport; W. H. Wiley, Terre Haute; L. B. Swift, Laporte; L. R. Williams, Angola; Michael Seiler, Auburn; W. C. Skinner, Albion; Frank H. Tufts, Aurora; D. E. Hunter, Washington; D. D. Luke, Ligonier; J. E. Morton, Brookville; A. H. Graham, Columbus; W. F. Fry, Crawfordsville; J. L. Rippetoe, Connersville; Jas. R. Hall, Cambridge City; M. A. Barnett, Elkhart; A. Blunt, Goshen; C. W. Harvey, Greensburg; James Baldwin, Huntington; A. D. Mohler, Lagrange; J. K. Walts, Logansport; John Cooper, Richmond; David Graham, Rushville; P. B. Stults, Rising Sun; T. J. Charlton, Vincennes; E. H. Butler, Winchester; A. J. Snoke, Princeton.

W. W. Burt, of the Terre Haute high school, and Miss Fannie Scott, teacher in the model department of the State Normal School, have been amusing themselves, this vacation, by getting married, attending commencement at Ann Arbor, etc. They expect to return to their work in the fall, refreshed and strengthened.

T. C. Philips, senior editor of the Kokomo Tribune, who died July 4, 1878, though not an educational man professionally, was one practically. He was a true friend to teachers and to schools, as he was to every enterprise that was calculated to enlighten and make better society. All good causes suffer by his death.

Milton Garrigus, who recently resigned the school superintendency of Howard county to take the race for State Senator, recently made us call. As there is no doubt about his election, he has donned a "Plug" hat and begun to assume senatorial dignity.

J. C. Murray, for several years past superintendent of the Lebanon (Ohio) schools, becomes associate principal with Warren Dartt, of the Central Indiana Normal, at Ladoga. Mr. Murray has a good record as a teacher.

Prof. L. S. Thompson, of Purdue University, is making his summer school of Drawing a fine success.

Walter S. Smith is to take charge of the Acton schools.

Emily L. Johnson, who has been a teacher in the Indianapolis high school for the last ten years, was married to Dr. M. T. Runnells, July 9, 1878. Indianapolis never had a teacher who worked more faithfully and conscientiously, and but few who have ever worked more efficiently. It will not be easy to fill her place in the high school.

S. E. Miller, superintendent of the Michigan City schools, has gone to Europe, and has leave of absence, so that he does not need to return till October or November.

Jas. A. Young, formerly superintendent of Fountain county, now of Butler University, has taken a summer agency for the book house of Ivison, Blake-man, Taylor, & Co.

Abram Brown, for years past the agent for Clark & Maynard, has changed his allegiance and is now working for D. Appleton & Co.

Prof. Wm. A. Moore, late of Earlham College, has been chosen principal of the Newcastle high school.

W. H. Cain, of Sullivan, has been selected to take the Carlisle schools.

W. J. Williams, superintendent of the Rochester schools, was recently married to Miss Rosa Brackett. He will do better work next year.

M. L. Moody, of Ft. Wayne, will take the Hartford City schools.

F. G. Bliss, of Jackson, Michigan, a graduate of Michigan University, has been elected principal of the Laporte high school, *vice* — Goff, resigned.

Robert T. Kerr has been appointed superintendent of the schools of Newton county, *vice* D. S. Pence, resigned.

W. F. Phelps retires from the presidency of the Whitewater, Wis., normal school, after a service of two years.

The trustees of Earlham College, at their last meeting, conferred the honorary title of A. M. upon J. J. Mills, assistant superintendent of the Indianapolis schools.

J. N. Study will remain in charge of the Anderson schools, and J. W. Layne continues principal of the high school.

B. S. Parker, editor of the Newcastle Mercury, is candidate for State Representative, and is likely to be elected. The school interests will not suffer if Mr. Parker can prevent it.

E. S. Hopkins has been re-elected at Jeffersonville.

O. H. Smith leaves Rockport and becomes associate principal with W. F. Harper, of the Central Normal, at Danville.

W. P. Smith, superintendent of Hancock county, departed his bachelor life July 10. *Sensible*—go thou and do likewise.

A. E. Buckley, and his full corps of teachers, will remain at Bluffton the coming year.

J. C. Murray, late superintendent of schools at Lebanon, Ohio, has been secured as one of the faculty of the Central Normal, at Ladoga.

Dr. J. B. Reynolds, principal of the boys' high school at New Albany, is engaged in holding a four-weeks' normal at Newton, Iowa. The Hawkeyes will get some good work done.

S. S. Hamill, the elocutionist, is making \$1000 per month, this summer, in his school of elocution at Jacksonville, Ill. It pays to stand at the head of one's profession.

E. O. Vaile, late of the Cincinnati high school, has connected his fortunes with that of the Educational Weekly. Mr. Vaile has for years been a liberal contributor to educational literature, and is one of the best writers in the country. We congratulate the Weekly.

Dr. George Manners, of New Richmond, Montgomery county, has given Asbury University \$10,000 as a donation to its endowment fund. How can rich men more wisely and more worthily perpetuate their names and their usefulness than by just such benevolent acts?

L. B. Oursler will teach at Stendal, Pike county, this year.

Morgan Caraway, a graduate of the State Normal school, will have charge of the Perrysville schools the coming year.

E. A. Bryan, of Bloomington, will take the schools at Shoals.

BOOK TABLE.

APPLETONS' READERS. New York: D. Appleton & Co. C. E. Lane, 117 State st., Chicago, Western Agent.

The authors of these Readers are W. T. Harris, of St. Louis, A. J. Rickoff, Cleveland, and Mark Bailey, of Yale College. The first three books were prepared by Mr. Rickoff, with large assistance from his wife; the next two by Mr. Harris. Mr. Bailey had special charge of the elocutionary part. The work of each was subject to the criticism of the others. The eminent standing of these authors in the educational world excited high anticipations when it was announced that they were to prepare a series of Readers, and now that the books are before the teaching world, so excellent are they that nobody seems to be disappointed. They seem to avoid all the defects and combine all the excellencies of all previously published series. The methods suggested and illustrated, the simplicity and naturalness of the language in the First Reader, the life-likeness and suggestiveness of the pictures, the excellent taste and judgment that mark the selection and arrangement of the matter in all the books, the twenty-three excellent lessons on "How to Read," distributed through the Fourth and Fifth, all combine to make these Readers just what our best teachers desire.

The type is beautiful and the paper is good, but the external appearance is not pleasing, and the binding of the first issue seems to be defective; at least one of our books has already lost a part of its leaves. These matters are easily remedied. No teacher should be without a set of these books.

PRINCIPIA; OR, BASIS OF SOCIAL SCIENCE, by R. J. Wright, published by J. B. Lippincott & Co., Philadelphia.

The author has presented the subject from a moral, theological, and yet a liberal standpoint. The work is well worth the perusal of any teacher who expects to make teaching a profession. It contains a great amount of valuable information, so arranged that it is easy to refer to any subject on social science. It is a *good book*.

HAND BOOK OF PUNCTUATION, by W. J. Cocker, A. M. Published by A. S. Barnes & Co., New York, Chicago, and New Orleans.

In this little volume are stated the general rules that are recognized by most writers of good English: these rules are illustrated by examples taken from our best English classics. This feature is worth a great deal to the pupil; he becomes acquainted with many of the choicest expressions of the best authors.

The book also contains instructions for the use of capitals, for letter writing, and proof reading. It is a good treatise on punctuation.

BUSINESS NOTICES.

THE PERFECT GRADE BOOK, by D. Moury, county superintendent of Elkhart county, Ind. This book is designed especially for country schools. By its use the teacher is enabled to learn a full and complete record of each pupil, showing his thoroughness, and where he should begin the work next term: this is a valuable thing for both pupils and the new teacher.

An agent will see all county superintendents to supply each county. It is already in use in several of the northern counties of the state. It bids fair to go into all the schools wherever presented.

THE meeting of the American Institute of Instruction, which recently held its 49th session at the White Mountains, was the largest and most enthusiastic in its history. The number in attendance is reported at 3000.

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THE METRIC SYSTEM.

J. T. SCOVELL.

ORMERLY, each nation of importance had a system of weights and measures peculiar to itself, and differing from all others; and in some instances, as in France, there were several systems in the same country. This diversity gave rise to great confusion in all commercial relations, whether domestic or foreign. To avoid this confusion, Prince Talleyrand, in 1790, proposed a universal system based on some natural, invariable standard.

An international commission, composed of delegates from France, Spain, Sweden, Italy, Switzerland, Denmark, and the Netherlands, decided on the metric system, based on a linear unit equal to "the one ten-millionth of a quadrant of a terrestrial meridian." The system was matured by LaPlace and four others of the most eminent mathematicians of Europe. The system was so far perfected that in 1793 France made it the only legal system in France and in her colonial possessions. It was four or five years later that the standards were completed and deposited in the public archives. These standards were the *metre*, a bar of platinum about 39.37 inches long, and the *kilogramme*, a cylinder of platinum about 2.2046 pounds, avoirdupois in weight. The system is complete for measuring linear, superficial, or cubical dimensions, or for weighing any amount

of matter; but there is no provision for measuring time, or for dividing the circumference of a circle. It is as much easier than any other, as decimal fractions are easier than common fractions. The metric system is simple, has been legalized by most civilized nations, is used by many learned societies and scientific men, but is not favorably received by the common people, not even in France where it originated, where it has been the only legal system for eighty-five years, and where for nearly forty years the government has been trying to enforce its use. What reasons can be given for this unpopularity?

First. The tenacity with which people cling to old manners and customs. *Second.* The trouble of learning to think the new units. *Third.* The long names of foreign origin, which are not suggestive, and not easily abbreviated. *Metre*, the name of the linear unit, means measure, but no definite measure. It might be so much weight, so much heat, so much bulk, so much capacity, or so much length. *Gramme* is from a Greek word meaning "that which is written," and *litre* is from the name of a Greek coin. The other names are long, but each shows the relation of the denomination, or unit it names, to the standard, which is a very valuable characteristic. *Fourth.* There are too many units or denominations. *Fifth.* Perhaps the most important is the expense of the change. All measures of length or capacity would be of but little value, all weighing machines would have to be remodeled, most technical and scientific books would have to be rewritten, records of land surveys be changed to correspond to the new system. But railways have wrought a greater change in manners and customs, have introduced more new words, have been of greater expense; yet the 180,000 miles of railway in the world show that railways are popular. Railways, locomotives, and stationary engines, all kinds of agricultural machinery, telegraphy, photography, etc., have overcome these difficulties, and that, too, without governmental aid, and each appearing at a later date than the metric system. The main reason for the unpopularity of the metric system, at least in our country, is the fact that practically it is no great improvement on our own system. Our system as drawn out in the text-books does not make a favorable impression, but in practice it is more simple; as, we write dollars and hundredths, or dollars and cents, not, eagles, dollars, dimes, cents, and mills. In most

linear measure the *foot* and its divisions into tenths, twelfths, or hundredths, is the unit. A wholesale grocer whose business is second to none in this state, told me he used only two units, the pound for solids, the gallon for liquids, and that he did not see how the metric system could help him. The pound is the unit in the handling of coal, hay, and the different kinds of grain, and, in California, peaches, grapes, eggs, potatoes, and nearly all solids go by the pound. If we examine the whole system carefully we shall find that the tendency is to use but few units, dividing each into halves, quarters, etc., as well as decimally. The division by two is so natural that people must have the half, quarter, eighth, etc.

Our system is in the process of development. It is every day adapting itself more completely to the wants of the people, and, in some respects, is now superior to the metric system. A manufacturing and wholesale chemist says that the metric system is much better in his business than the common system. He also said that physicians generally did not receive the metric system kindly, and that on two occasions the "American Medical Association" had refused to recommend the adoption of the metric system. In chemical manipulations, and in microscopical measurements, the metric system seems much better than any other, but in the more common affairs of life the common system meets the wants so well that the metric system is not likely to take its place for many long years. As there is no prospect of the immediate introduction of the metric system into general use in this country, should it be taught in the common schools? But a small fraction of our own system, as taught in the schools, is in common use, and but a fraction of that in common use is in use by any one person. The part used is remembered, the rest is forgotten. Much of the time spent in studying Compound Numbers is wasted, as the knowledge gained is of no practical value, and the habit of learning and forgetting, which such study tends to form, is bad. As there is no prospect of the metric system coming into general use, in our country the above objections apply to the study of it. If at any time a person finds it necessary to use any part of the metric system, as it is easy, so much as is necessary can be learned in a short time, no time is wasted, and no bad habit formed. The metric system is a valuable one, but it should not be taught

in the public schools, for such study wastes time, and aids in forming a pernicious habit. The time given to such study can be better occupied. The money used for illustrative apparatus would be better employed in getting apparatus illustrating the chemistry and physics of the every day life of each individual.

ROTE TEACHING AND ROTE TEACHERS.

S. M. CUTLER.

THERE is probably nothing that tends more surely to the degradation of the teacher's profession than that class of so-called teachers who make no advances, who discover no new methods, who never evolve from their own consciousness any new ideas; those mechanical bipeds who from the profound depths of their own egotistical ignorance say, "I always teach this subject just so, and that just so."

To listen to one of these teachers at a teachers' meeting or an institute, the hearer might imagine that to enter one of his classes he would mentally be obliged to pass through a process similar to that the giant of old performed upon those who were to sleep upon his bed, those who were too short he stretched, those who were too long were lopped off; that no matter what the age, character, temperament, or mental condition of the individuals who might compose the class, all must wear the same straight jacket and take the same doses of pedagogical pills, and that the treatment was the same, day after day, year after year, certain as death, immutable as fate.

To such a teacher the experience of the past serves only as does the stern-light of a ship, to illumine the track already passed over, instead of being turned ever to the front and lighting up the way for future action, as does the head-light of a locomotive. While in reality they are not so bad as they would have you believe, still there are many who, to say the least, abuse their positions in this way.

What we want is not so much to teach facts as to create within the mind of the pupil such a love of knowledge and such a spirit of investigation as will enable him to discover the facts for

himself. In speaking of methods of study, a noted educator has said, "That method of study is best which approaches most nearly to original investigation." A love for investigation can only be acquired by following the order of nature. The great Teacher, the Creator of all above, beneath, around us, saw fit to write the book of nature so various that each time we turn its pages new wonders are revealed, undreamed of beauties are unfolded to our vision, and new forms of matchless symmetry are discovered, which create within us astonishment and delight and arouse a feeling of inquiry and investigation.

Could you imagine anything more dreary than that time should pass on unceasingly, unchangingly, the season ever the same and the sun ever occupying the same spot in the heavens, yourself compelled to perform forever the same operation, and to gaze forever upon the same dreary landscape? Could anything more brain-paralyzing or soul-destroying be devised, even by the arch-fiend himself? But this is precisely what takes place, on a small scale, in the school-room, the presiding genius of which is one of these *Rote Teachers*.

There we find the law of nature and nature's God subverted: there we find the helpless little candidates for eternity, under the iron rule of their despotic taskmaster, pursuing, day after day, the same monotonous round of drudgery until all are made happy by the announcement that the school year is at an end.

Is it any wonder that under such treatment children become idle, mischievous, and restless? Is it any wonder that we hear so much of how to prevent truancy, tardiness, and irregularity? Is it any wonder that children dislike to go to such a school, or that the boy counts his marbles and longs for the play hour to come; or that the little (?) girl finds her thoughts wandering to the new dress she is to wear next Sunday? Should such a teacher be surprised if he sometimes finds his pupils indulging in some kind of variety exercises not to be found on his programme?

One of the most dangerous errors of this class of teachers is to treat the mind of the child as a "passive recipient," rather than an "active agent," and to require a great amount of memorizing, the effect of which is not only to dwarf the intellect, blunt the sensibilities, and weaken the other powers of the mind, but also is to lead the pupil into illogical habits of thought in-

duced by the mechanical rather than the suggestive laws of association.

Let it be said that we are general instead of special; that our aim is to tear down without building up; or that we bring up objections and find faults for which we offer no remedy. Let us take a practical example:

Suppose we enter a school room presided over by one of the class mentioned. The class in United States History is called, and most probably using their histories as reading books, the required number of chapters is read, the teacher, looking at the bottom of the page, asks the questions there given, most of which are answered by one or two members of the class, if at all, assigns the next lesson, and dismisses the class. This miserable farce is repeated until the pupils know about as well how the recitation will be conducted before the class is called as after it has been dismissed. The result of such interest-killing methods may better be imagined than described. Lamentable examples of their effects are only too common. The true teacher follows quite a different course. Something new is presented every day. The philosophy of history and the relative importance of events are taught by means of charts, diagrams, and outlines; historical questions are debated by members of the class; important dates are recited in concert; essays are written and read by the pupils; topics are assigned and reported upon; historical tables are made; lists of proper names are spelled by the class; the report of a battle is assigned to two individuals, one to take the side of one of the contending parties, the other, the other, and other expedients, which will readily suggest themselves to an energetic teacher, are tried. By these and kindred means a fire of enthusiasm is enkindled in the minds of both pupil and teacher, and all are impelled to new fields of conquest.

There have ever been in society two grand classes; the one clinging tenaciously to whatever was hallowed by age, and opposing any innovation proposed, preferring to suffer loss and inconvenience rather than make any attempt to improve the way of their fathers; the other eager after novelty, desirous of change, always ready to try any new thing which offers any advantage.

In school matters we find the same division, and, while either extreme is to be avoided, the latter is far to be preferred to the

former. This idea is embodied in the words of Edward Everett when he says, "The teacher must know things in a masterly way, curiously, nicely, and in their reasons. He must see the truth under all its aspects, with its antecedents and consequents, or he cannot present it in just that shape in which the young mind can apprehend it. He must, as he holds the diamond up to the sun, turn its facets round and round till the pupil catches the lustre."

It remains for you, fellow teachers, to determine to which class you will belong.

PRACTICAL READING.—I.

B. HUNTINGTON.

A MECHANICAL exercise, the object of which is but dimly comprehended by the teacher and not all understood by the pupil, is daily practiced in all of our common schools with results but little commensurate to the time and labor bestowed upon it. I refer to the subject of reading as now generally taught. In most of our graded schools the study of this branch extends through a course of from eight to ten years, while in the country ungraded schools, although no time is specified, yet the pupil is expected to "read through" all the text-books in succession, from the Primer to the Sixth Reader, inclusive. At least one-third, and, in many cases, one-half of all the time which the child spends in school is devoted to this branch. "Very well," you say, "it is the most important of all the branches of learning, since it is the key to the store-house of knowledge."

I grant the correctness of your proposition; but let us inquire what are the results of this, to the child, immense outlay of time.

Not more than one pupil in a hundred, upon leaving school, is an accomplished reader,—one to whom a company of a dozen intelligent persons would care to listen. Not many more are able to read the pages of an ordinary daily paper with even moderate satisfaction to themselves.

Not more than one pupil in a thousand develops, as a result of this course, any correct taste for good reading, or acquires any practical knowledge of standard literature. His taste, in this matter, is generally permitted to take its own direction, and, like everything else that is left uncultivated, it runs wild. The literature sought by our young people is of the kind found in the Dime Novels, the Boys' and Girls' Weekly, the New York Weekly, and even worse. (It is a lamentable fact that large numbers of teachers know no other literature.) "The key to the store house of knowledge" thus becomes an instrument of evil. The greater number of books and periodicals read by the American people, young and old, is trash. It is worse than trash; it is gross poison, the evil effects of which are more powerful than those of any other vicious influence, intemperance not excepted. I do not propose a moral lecture, yet I stand ready to prove the truth of my assertions. I hasten to the practical part of my paper.

Is it right that so large a proportion of the child's life should be spent in mechanically reading worn out school books, when the results plainly show that most of this time is wasted?

Is it wise to require the pupil to spend half of eight or ten years in seeking to acquire "the key to the store house," etc., when it can be acquired in one-fourth of that time?

Are we accomplishing our duty as educators, so long as we neglect to form, to cultivate, and to train in the minds of our pupils a taste for good books and profitable general reading?

The importance of the cultivation of such taste cannot be over estimated. Pupils who acquire this taste and are taught how to gratify it properly, will, in almost every case, become correct thinkers, active workers, intelligent citizens.

Four years is sufficient time for text-book drills. To attempt to make elocutionists of all your pupils is folly. Let the time which is wasted in "elocutionary drill" be spent in practical reading, and notice the results.

The following abstract of a course in reading now actually followed—and with grand success—in a certain school in Indiana, will tell more than pages of mere theory:

First Year Grade.—The pupils are taught to read from the charts, blackboard, and First Reader. All the different "methods" are combined, but the precedence is probably given to

the word method. The children begin to write almost before they can read, and writing and reading are made forever inseparable. At the beginning of the fifth month *practical* reading is usually commenced. (We call it practical because it is putting into use the "key" referred to above.) The children are required to read, *at sight*, the easiest stories in the nursery. One pupil is usually called upon to read an entire story to the school. He is expected to read in a manner so clear and distinct that all of the pupils may understand him. The story thus read is repeated orally by the listeners, and afterwards committed to writing in their own words. The teacher and pupils talk about the story, each pupil standing upon his feet and talking without restraint. The reading lesson thus becomes a *practical* language lesson, and the three branches, reading, writing, and language, are kept thus closely connected throughout the entire course.

Second Year Grade.—The mechanical part of the work is done this year, in the usual manner, in the Second Reader, which is begun and completed in this grade. For practical reading, the Nursery and the Monthly Reader are used. This is called *sight* reading, as pupils are required to read the selections without any study or previous preparation. Often but a single paragraph is read, and this forms the basis of a *conversation* lesson. The paragraph is analyzed, every expression is explained (by the pupils themselves, if possible), the meaning of words is discussed, plants, animals, and different objects mentioned, are talked about and described. In this, as in the grades above, but one copy of the paper or book containing the selection to be read, is used. This is better than placing a copy in the hands of each pupil,—it necessitates strict attention on the part of all, and distinct enunciation on the part of the reader.

Third Year Grade.—The Third Reader is used as a text-book in this grade. The work in practical reading is very similar to that in the preceding grade, yet more thorough. Punctuation and the peculiar construction of sentences are treated more exhaustively.

Fourth Year Grade.—The Fourth Reader is completed in this grade. Dictionaries are introduced, and, from this time forward, are used constantly in the preparation and recitation of

of lessons. Selections for *sight* reading are made from the *Wide Awake* and *St. Nicholas* magazines, and, occasionally, from miscellaneous books suited to the comprehension and advancement of the pupils. The selections which are read are reproduced, orally and in writing, as in the preceding grades. The study of punctuation is continued; new words are defined from the dictionary and in the pupils' own words; noted persons and places mentioned in the selections are made subjects for inquiry; and the language is studied with great care. The pupils are encouraged to read at home, and, for this purpose, a "Home Reading Club" is organized, having teacher and pupils for its members. Upon a certain evening in each week, every member of the club is expected to read something of interest and real value, the substance of which is reported to the school the next day. Regular reports are made to the teacher of all the reading done at home, and she is expected to assist pupils in the selection of appropriate reading matter. Membership in the club is entirely optional, and pupils are allowed to retire from it at any time. But few pupils neglect to become members, and none are known to withdraw.

Fifth Year Grade.—No text-book of reading is used in this grade, nor in any of the grades above it, but daily drills in elocution and declaiming are given. Sight reading from the *St. Nicholas* and from books of travel, history, and science, of a character appreciated by the pupils, is continued. Practical observation of language and the proper use of language, are made prominent. Punctuation, definition, and composition are continued in connection with the reading. During the latter half of the year a systematic course of reading is marked out for the pupils. This course embraces works which are attractive to the pupils and, at the same time, possess substantial and lasting merit on account of the information which they contain. Each pupil is required to keep a journal in which he shall record everything of interest connected with his supplementary reading, such as the titles of books read, an abstract of their contents, some account of the authors, notes on particular passages, questions in regard to matters difficult to understand, etc.

Sixth Year Grade.—The reading of the daily newspapers and the discussion of the topics of the times are commenced in this grade and continued for the six years following.

The course of supplementary reading for this and the succeeding four years may be understood by a perusal of the following programmes for the month of December, 1877. Similar programmes are prepared each month, and each scholar is supplied with a copy. No pupil is expected to read all the books marked as collateral reading, yet he is expected to read some of them well, and to keep a journal, as in the fifth grade, which is frequently submitted to the perusal of the teacher. The teacher advises each pupil what to read and how to read, but no *positive commands* are made to any one. No trouble is experienced in inducing pupils to follow such courses as are best adapted to them. It will be observed that the three branches, Literature, History, and Rhetoric, become more and more closely connected as the work advances.

COURSE OF READING.

SIXTH YEAR GRADE. DECEMBER, 1877.

Subject for special study:

AFRICA.—To be studied: Africa in Guyot's Geography.

Cyclopedia Articles.—Africa, Egypt, Nile, Cape of Good Hope, Cape Colony, Negro, Guinea, Mungo Parke, Landers, Livingstone, etc.

Collateral Reading.—Polar and Tropical Worlds, Part II.; Livingstone's Travels; Baker's Albert Nyanza; Baker's Ismailia; Egypt, Three Thousand years ago; Mayne Reid's Giraffe Hunters; Du Chaillu's Life under the Equator; Du Challu's Country of the Dwarfs.

Essays.—Each pupil to write on one of the following subjects:

- a. The Climate and productions of Africa.
- b. The Temperate Zone preferable to the Torrid.
- c. Reasons why Africa has not been more fully explored.
- d. Ancient Egypt.

Subjects for Special Inquiry:

- a. Mysteries connected with the Nile river.
- b. The Sahara Desert.
- c. Stanley's Explorations.
- d. The Diamond Fields of South Africa.
- e. The Pyramids.
- f. The present condition of Egypt.

SEVENTH YEAR GRADE. DECEMBER, 1877.

Reviews in U. S. History. Text-book,—Epoch of Discoveries. Supplementary.

- a. Our Country, to the year 1600.
- b. Bancroft's History, Vol. 1, to Chap. 4.

- c. Conquest of Mexico, Volume 1, page 230 to 488.
- d. Abbott's Hernando Cortez.
- e. Prescott's Ferdinand and Isabella, Vol. 2, p. 110 to 133, p. 160 to 181; also, chap. 8.
- f. Irving's Columbus, Vol. 1.
- g. Field Book of the Revolution—Introduction.
- h. Ancient America.

Cyclopedia Articles.—Spaniards: Columbus, Americus Vesputius, Balboa, Narvaez, Cortez, De Soto, Melendez. Portuguese: Cortereal, Vasco da Gama, Magellan. French: Champlain, Cartier, De Monts. English: The Cabots, Frobisher, Drake, Henry Hudson, etc.

Geographical.—Map of North America, showing Discoveries, to be drawn.
To be read:

- i. Polar and Tropical Worlds, chap. 25 to 45.
- j. Book of the World, vol. 1 to page 35.

Subjects for Essays:

- I. Causes which led to the discovery of America.
- II. Condition of America previous to the discovery.
- III. The treatment of the Indians by the Spaniards. Was it justifiable? Why?
- IV. Character of the Spanish Discoveries.

[The Course of Reading for the High School is omitted. The above indicates the plan.—ED.]

WHAT IS A COMMON SCHOOL EDUCATION?

HON. A. P. EDGERTON, Pres. of Ft. Wayne School Board.

THE people of Indiana love knowledge, and they have sustained every judicious expenditure of their money for the purposes of a free common school education.

They will always respect and sustain that sound practical judgment which, impartially, in all the prescribed modes of education, secures the greatest good to the greatest number in all the grades of the public schools, and which avoids all interference with the rights and sacredness of the religious beliefs and teachings of home.

But what is the common school education which it is our duty to furnish? That is a question often asked, and, without the aid of the constitution of our state, it would be a difficult one to answer. The constitution of Indiana says that it is "moral,

intellectual, scientific, and agricultural improvement;" and the constitution requires the legislature to provide for it, and to make it free and open to all. Therefore, we say that a common school education is that education to the full extent of a scholar's capacity, and nothing less, which can be obtained by a regular attendance at the public schools during all the years the scholar is entitled to draw money from the school fund. It may be limited in completeness solely by the discretion or the necessity of the parent. There is no constitutional limit to the acquisition of knowledge through our free public school system. Therefore, with good laws, and a prudent management of them by honest and judicious officers, all opposition to such a system will be as impotent as wrath against a rolling sea. And why? Because public necessity demands a free school system; and the constitution of Indiana demands it, for it declares "knowledge and learning to be essential to the preservation of a free government." There can be no successful, no enduring government by the people, unless they are an intelligent people. Intelligence and honesty most hold and deposit a ballot, which, honestly counted out, speaks for increased intelligence and more honesty.

But while a great majority of the people favor and sustain a school system, as we understand it, there are some who question its utility, condemn its universality, and oppose all legislation supporting it. It is to be regretted that this opposition often springs in part from high and respected sources. Fortunately there are but few, if any, in our city to whom would apply what I here say. There is nothing so cruel as bigotry. From infancy to old age we are taught and told to pass on to a higher usefulness. But when divinity doctors are blocking the entrances to our public schools, standing there quarreling as to what particular creed shall be taught therein, how can the children pass on through that way to knowledge and usefulness? Bigotry would close the door to every free public school.

The man who refuses to aid in building a new church because he can go to the old one barefooted, and without coat and vest, and sleep, and who thinks he can gain heaven or his education by moral and mental indolence and indifference, is not a friend of the public schools. The man who conceals his wealth, in whatever it consists, to avoid just and legal taxation, or does

anything by which he keeps from the treasury his just proportion of legal taxes, is not a friend. He may tip a sly wink at Mammon for approval, but the devil takes him at last, for the devil fails to see any difference between the man who keeps money out of the treasury honestly due to it under the law, and he who steals it after it is paid in.

The man who believes that education outside of a log school house, or a house like the one wherein he was taught, is useless or pernicious, is not a friend. Neither is the man who believes that a free public school is ungodly. Nor will friends be found in the caterpillars on old walls everywhere, never destined to a new life, for they perish as improving time tumbles the walls away. Nor in the painted butterflies that flutter forth from impoverished colleges and display their work by bumping their tiny heads against an advanced free school, and end it by making more caterpillars. And there is another class not friends. The men in charge of public schools whose measure of a common school education is a \$50,000 to \$100,000 school house, pronounced complete when bonded with a debt beyond any means of payment, who employ teachers (and keep them unpaid), whose capacity to teach is measured by their willingness to strive to live without pay—who select school furniture and books with reference to the liberality of makers and publishers in discounts, for the benefit of trustees and superintendents.

* * * * While we refrain from teaching any particular religious creed in our schools, morality and religion pervade every room. One belief of supreme importance is taught: that “God governs in the affairs of men;” that His purpose through the ages, which are to Him as a day, is that knowledge and righteousness must everywhere prevail.

If a sparrow cannot fall without His notice, how can man obtain wisdom, or a nation secure greatness, without His aid? To keep this people prosperous and free, and this nation enduring, knowledge must be increased and universally diffused, and God’s laws must be obeyed.

Then the sun, when he sets, will bid good night to no happier people and to no better promised land.

SLOTH makes all things difficult—but industry, all easy.

LEAVES FROM MY MEMORANDUM; OR, OTHER TEACHERS' SCHOOLS.—II.

J. T. SMITH.

Tuesday, Aug. 6.—There were several teachers at the church social last evening. They took to each other like a fish to water. The magnet, in attracting iron, does not display a tenth part of that artificial magnetism which attracts teachers to each other. When once there they form a circle which is positive and negative, with a neutral line between themselves and the rest of the company. The teachers learned to say to the rest of the company that they had no pleasure, no thought, no interest, no life in common with this company, or with society; and I thought to myself that these teachers, with many others everywhere, must have been the first-discovered loadstones from which the magnet takes its name, for I so often see them a *load* and a *stone* to the society in which they move and live. How happens this among a class that should cultivate good manners, and exercise a salutary influence in any place and under any circumstances, is a question that flashed through my mind, but could only find expression in the lines which say,

“No evils touch us save by God’s blessed will,
Who turns e’en sin to work his purpose still.”

Wednesday, August 7.—To-day finds us in the country, and seated in the shade of a sturdy oak, growing among the hills, “rock-ribbed and ancient.” Glancing up the body of the tree, and just over our head, we find a notice, of which the following is an exact copy:

Notice july 15 eighteen & 78

i Herby notify The legal heads of all familyes all Others Voters being ilegal according to the State Superintendant That there will be a Election for a school teacher in this district next tuesday nite at 7 oclok in the School House. come erlly as buiznes will be transacted

—— ——— director

Upon further inquiry, we learned that this director was very much dissatisfied with a thoughtful trustee, who had taken the

responsibility to employ a competent teacher for the school in question. This "director" wanted a young man of the neighborhood who possessed none of the necessary qualifications of a good teacher, in consideration of which the above notice was given to the "legal heads of all families," of which the author of these leaves is, perhaps, one, and the readers of the Journal the rest.

Thursday, August 8.—We have turned over a new leaf, and down goes the last episode, which is as follows:

Teacher (to a class in history). What was Washington's first public act or duty?

Anxious Pupil. Never to tell a lie, sir!

This proves that we can no more escape from our ordinary channels of thought than we can from our habitual grooves of action, or our character as teachers.

THE SPELING REFORM.

T. A. GOODWIN.

THERE cums a time in the history ov all important events, such as is called "the fulnes ov time," when applyd too the personal appeerans of the Savior. The weeks or months or yeers or ages which precede ar preparatory, and thousands of events which seemed too coteremporarys isolated and unmeening, ar shone too have bin neether useles nor disconnected with the grand result which was too follo. The declarashun ov independens by the American colonys was such a "fulnes ov time" in the world's progres from despotism to the recognishun ov the rites ov man. The prinsiples involved in that grate paper had bin discust for ages by individuals, and occasionally by smal communitys, but the time for there applicasiön too the government ov a grate peepl had not arived until our fathers met in the Congress of 1776.

Such a "fulnes ov time" has cum in relashun to the speling reform. For fore hundred yeers or more men ov branes hav bin protesting agenst the rongs which the speling book haz bin inflicting upon the millions who speek the English language;

but, overborne by the power which held them in subjection, their efforts seemed to be lost, but they were only preparing the way for the declaration of independence which was made during the celebration of the centennial of American independence by a body of literary men and women, and by their forming an association composed of educators and authors of national reputation, from England, Canada, and the United States, for the purpose of furthering the object they had in view.

The object of the association is to reform the spelling of our language. The precise method of accomplishing this was not agreed upon. The substitution of enough new letters to represent each separate sound is strenuously insisted upon by many; and to this complexion it must come at last; yet by far the greater number of the working members of the association prefer that for the present only the letters already in use shall be used, and that each man uses his own [own] method of spelling with these letters, feeling at liberty to change from time to time if further reflection or experience shall indicate a better way than that at first adopted. A few rules are suggested for this purpose, after assuming that the arbitrary spelling at present in vogue has no rights that any person is bound to respect.

First, discontinue the use of all silent letters, and all double letters, except in cases necessary to affect the sound of some vowel; second, always spell the same sound by the same combination of letters, thus: the sound represented by s-e-d-e is spelled s-e-e-d, s-e-d-e, c-e-e-d, and c-e-d-e. Adopt either of these and make that uniform. After a few years of experimenting, the public will gradually settle on one of them, and that will be the recognized method, meanwhile either will be regarded as correct. The word so is represented by s-o, s-o-w, s-e-w. Let the shortest and most natural method be adopted. S-o spells so, and it cannot spell anything else, while no living man can ever learn what s-o-w spells. Let the same combination of letters always be pronounced the same way, thus: r-e-a-d should always be pronounced rede, if it should not be spelt r-e-d-e, while the past tense should be spelt r-e-d.

The only objection to this, except the pedantic man that we will thus lose sight of the parentage of words, is that it will look strange. Perhaps it will at first, but what if it does? Ten thousand words are spoken to man that is written, and we have no

difficulty in understanding the spoken words, and we cannot afford to oppress the millions for the sake of mere looks. If a lady had appeared in our streets twenty years ago in the costume of to-day, there would have been universal exclamation, "How does she look?" She would indeed have looked horrible, but little by little the change came, and we now not only tolerate but admire the fashion, and if the belle of twenty years ago should appear in the streets to-day, we would be shocked at her enormous skirts. So in this spelling reform. It will gradually grow upon us and we will gradually become accustomed to it, and there are children in our schools to-day whose children will be surprised that their parents ever spelled as we now spell.

The reform is assured. It is merely a question of time. You can hasten it, but you cannot prevent its coming. Already the British parliament has it before a committee of its ablest men. The school boards of Liverpool and London are moving in the matter, and the men and women who have enlisted in the reform cannot be whistled down by pedants. If the readers of this paper wish to be kept informed on the subject, they can send fifty cents to E. B. Barnz & Co., 33 Park Row, New York, and get the Spelling Reform won year.

CIRCULATION AND RESPIRATION.

W. A. BRAYTON, High School, Indianapolis.

THESE experiments are collected from Flint, Owen, Huxley, and Carpenter, as aids to teachers in making physiology practical and interesting to pupils.

1. Accustom pupils to feeling and timing the pulse at the wrist and temple. Observe, also, that if the limb rests on the knee and the head is held firmly against the back of the chair—a common posture—the foot moves forward with each contraction and back with the dilatation of the ventricles.

2. *To arrest the Pulse.* Tie a knotted handkerchief firmly about the arm, the knot over the artery. The blood cannot enter the arm, and the pulse is no longer felt.

3. *Congestion of an arm illustrated.* Tie a handkerchief about

the arm so as to compress the superficial veins. The blood enters freely from the arteries but cannot return through the collapsed veins; the capillaries are distended with the bad blood, as is shown by the redness and enlargement. This is "congestion of the arm." Explain congestion of the lungs and of the brain, as in headache and apoplexy.

4. The intermittent action of the voluntary muscles compressing the veins, regurgitation being at the same time prevented by the action of the valves, aids the heart in driving the blood through the body. Briefly, *exercise quickens the circulation.*

To show the action of the valves. Compress below the elbow with the fingers, the visible veins. The veins are "knotted" from wrist to elbow. These "knots" are the valves. Observe that the spaces between these valves may be emptied of blood by pressure along the veins towards the heart, and will not refill while the finger is kept at the lower extremity. The blood cannot be forced back through the venous valves. Hence muscular pressure on the walls of the veins drives the blood on to the heart.

To show the movements of the heart. Put a small dog or a cat in a tight box or bucket over which is a board, or, better, a light of glass. Pour into the pail two spoonfuls of sulphuric ether or chloroform. As soon as the animal falls, remove to a table. Prick the sensitive conjunctiva of the eye, with a knife blade, and if there is no muscular response, the animal is sufficiently anæsthetized. Extend the limbs and secure with strings or nails to the table, the animal lying on its back. With a strong pair of scissors remove the entire breast bone, press back the walls of the chest and the heart is seen between the collapsed lungs. These may be gently filled and emptied about fifteen times a minute with a small bellows, or rubber sack filled with air, its tube passed in at the glottis, or by inserting the tube in an incision of the trachea. This artificial respiration may be maintained an hour or more. The pericardium may be slit up, exposing to view the right ventricle and auricle and a part of the left ventricle performing their functions regularly; first the auricular systole taking two-tenths of a second, then the ventricular systole occupying four-tenths, then the diastole

taking four-tenths of the heart's action, and completing the second.

The movement of the entire heart in the direction of its axis, projecting the entire organ forward against the walls of the chest, is due to the sudden distension of the two great elastic arteries at its base. The locomotion of the heart takes place during the ventricular contraction. It is not easily seen in a small animal.

The hardening of the heart during its contraction may be as plainly felt as the hardening of the muscle of the arm, by simply grasping the heart by the hand while it is in action.

6. *To show the action of the heart to a large class.* Pith a frog by running a wire into the medulla, making the animal insensible. Tie the extended limbs to a flat surface, and with scissors remove the entire walls of the abdomen and all the viscera except heart and lungs. Inflate the lungs with a tube or straw in the glottis. Fasten the end of a broom splint near the heart and let it rest across the ventricle, its long end moving up and down an inch with each beat of the ventricle. If it lies across the auricle also there will be a short, faint movement (auricular systole), followed by the long, strong motion (ventricular systole) given by the ventricle, and then a pause (diastole). This will be repeated a half hour or more in a dry air, and if a glass be put over the frog and index, and the tissues occasionally wetted, the index will move a day or more. A shred of light paper on the long arm may be seen to move at a distance of a hundred feet. This is a pleasing and simple experiment.

7. *To show that the heart is under the control of the will and nervous system.* Hold the nose with the fingers and attempt to breathe, the mouth being closed. The pulse will become feeble and finally stop. Huxley says this is a dangerous experiment. It certainly causes a slight dizziness, but I have known no injury from it.

8. *Asphyxia.* Enclose a mouse in a gauze net tied to a wire. Invert a fruit jar and introduce the animal, bending the wire at the mouth of the jar. Press the jar gently down over a cork which supports a small, lighted taper, floating on a dish of water, or the taper may be supported by a bent wire. The oxygen will soon be consumed, the light extinguished, the jar about one-fifth full of water, and the animal will be respiring an at-

mosphere of carbonic acid and nitrogen (nitrogen *only* if phosphorus has been burned instead of the taper), which produces evident discomfort, and asphyxia, also, unless at once removed. The experiment may be varied by simply leaving the animal in a tight fruit jar sealed by rubber, or by placing the mouth of the jar in a plate of water, the animal inhaling the air. Also by immersing in an atmosphere of pure carbonic acid, or by holding the mouse under water for a moment. Strangulation, as in the mouse trap, also illustrates asphyxia. By such experiments the causes, signs, and treatment of asphyxia may be experimentally taught. If an air pump and condenser is at hand, the effects of confinement in a vacuum, or in a dense atmosphere, may be observed.

9. *The test for carbonic acid in the breath is lime water.* This may be prepared by putting lime in water and, after a few hours, pouring off the clear solution. Fill a narrow bottle with lime water and pass the breath into it with a straw. The water becomes milky from the union of carbonic acid with the lime, making a chalky precipitate.

10. *Exhalation of pulmonary vapor.* This amounts to one and one-fifth pounds daily in the average man, and forms a distinct cloud in air, below 40° F., by its condensation. It may be shown by breathing against a cold pane of glass, or any polished surface upon which it is condensed and collected.

11. *Exhalation of organic matters.* These may be collected by breathing a few times through a sponge, where they will undergo putrefaction, a distinctive property of organic substances.

That the lungs are important agencies for the elimination of foreign matters is shown by the odor of garlic, onions, alcohol, or turpentine taken into the stomach, and recognized in the expired air.

11. *Oxygen of the air makes the black venous blood bright red.*
(1) A clot of blood is red on the outside and black on the inside. (2) The interior of a clot becomes red on exposure to the air. (3) A freshly cut beefsteak is black on the newly cut side, and bright red on the exposed side. In a short time both sides are red. That it is the oxygen which produces the change may be shown by exposing a clot of blood or bit of black steak or fresh venous blood to air from which the oxygen has been

burned by phosphorus or by a taper in a jar. There is no change in color.

13. *Carbonic acid makes the red arterial blood black.* Shown by shaking red blood up in a flask with carbonic acid, or by passing a stream of carbonic acid through arterial blood; it becomes black.

14. *The oxygenation and decarbonization of the blood takes place in the lungs.* Shown in the experiment of artificial respiration already given, when the red blood can be seen through the thin walls of the auricle on the left side of the heart, contrasting with the dark venous blood on the right.

The influence of air on venous blood is forcibly demonstrated by removing the lungs of a dog or cat, and tying the nozzle of a syringe in the pulmonary artery, and a glass tube with rubber connection to the pulmonary vein. Take blood from the same dog, or, better, from an ox, and whip it with a broomcorn brush until the fibrin has all gathered on the brush, otherwise it will coagulate in the pulmonary capillaries.

Thrust the nozzle of a bellows into the trachea and imitate natural breathing; at the same time gently and gradually inject the venous blood through the lungs; the blood will leave the pulmonary vein with the bright red color of arterial blood. If the syringe has a double nozzle, the dark red blood can be led to a tall glass test tube put by the side of the glass receiving the blood from the lungs, and you will have a striking contrast in the two colors.

15. In slow asphyxiation the system becomes used to the toxic gases; the animal heat is reduced; vital functions are partially suspended, as in hibernating animals.

This may be plainly shown by keeping a bird in an air-tight vessel for an hour or more, and then putting in a second bird with the first. The new bird will appear quite distressed and die in a few minutes, while the bird slowly accustomed to the poisonous gas it has generated, will fly away briskly after its mate is dead. This shows with the positiveness of experiment a fact of which we are all conscious: when we go from pure air to a close room we detect the odors and feel a discomfort not experienced in those rooms whose emanations have not devitalized the atmosphere.

These experiments may help teachers to illustrate the func-

tions of respiration and circulation, which are to simply keep in motion and in a healthy condition the rivers of blood which are the life of the body. The blood is no stagnant pool, but a vital tide which rises and falls every second, and is swept by our breath twenty times each minute. One-tenth of our weight, it rushes through the heart twice each moment; to retard its flow by lack of exercise or bonds of fashion, is disease; to arrest it, is death. Let the pure air of heaven mingle with the blood and it feeds the white brain with one-sixth of its volume each time it surges round the body, and art, music, poetry, and eloquence are begotten of it.

In another paper will be given some experiments illustrating the action of the absorbent, digestive, and nervous systems.

STUDENTS IN A SCOTTISH UNIVERSITY.—There are always in a Scotch University a number of characters whose business there is anything but obvious, and whose sole manner of life is a mystery. One student is reported to have revealed the secret of his pallor and of his sleepy demeanor by appearing one morning in a policeman's hat. He was a constable on night duty, and his perseverance in his studies was at least as creditable as that of the stoic philosopher who turned a mill all night to gain money to pay for the lectures he attended in the day.

Unfortunately, it can hardly be said that students of this class get much good by their well-meant efforts. It is impossible for the Professor to ask them any question, because they promptly betray a depth of inconceivable ignorance which is not likely to be stirred a second time. Their own idea, apparently, is that they gain something by living in the atmosphere of books, and the low scale of fees enables hopeless incapacity to enjoy this satisfaction. At most, they pick up as much scholarship as was displayed by one of their number along with a certain calmness peculiar to the race. Two students of this class were in one lecture, and it was seriously believed that they knew no more Latin than the "adsum" with which they delighted to answer to their names in the roll-call. A day came when one of them was absent, and, to the surprise of all, his companion answered to his name with the word "ægrotat." On the fourth day he showed still more profound scholarship and stoicism by replying "mortuus est."—*London Saturday Review*.

OFFICIAL DEPARTMENT.

ESTABLISHMENT OF JOINT DISTRICT SCHOOL.

LETTER.

ANDÉRSOON, IND., June 6, 1788.

HON. JAS. H. SMART, State Sup't Pub. Inst.,
Indianapolis, Indiana:

DEAR SIR:—Your opinion is desired upon some questions growing out of the following facts:

Monroe and Richland townships have decided to build a joint school house. The number of children forming this district will be about 45. Of this number about half, say 23, live in Monroe. The remainder, say 22, live in Richland. Of these 22 about half, say 10, have been transferred to Monroe. The remainder, say 12, have not been so transferred. The house will be located in Monroe.

QUESTIONS.

How shall the enumeration of this district for this school year be determined? It cannot be determined from the petition, as some will attach themselves to the district who would not sign the petition, and probably some signed the petition who will not attach themselves to the district. The petition was presented since the enumeration was taken. Must a new enumeration be taken? If so, by whom? Does the simple act of granting the house transfer patrons living in Richland to Monroe for school purposes? If not, what steps shall they take to entitle them to free access to this school next winter?

What construction shall be placed upon "establishing," as used in Sec. 2, of an act approved March 6, 1877 (See School Laws, page 78)? Does it mean the expense incurred in building and furnishing the house, or does it also include the expense of conducting the school for the present school year?

On the above supposition as to numbers, does Monroe bear 23-45 of the total expense of "establishing" the school, or does she pay 33-45 of it?

An early reply will very greatly oblige the trustees and myself.

Yours, very truly,

ROBERT I. HAMILTON, Sup't Madison County.

R E P L Y .

STATE OF INDIANA,
DEPARTMENT OF PUBLIC INST.,
Indianapolis, Aug. 19, '78.

Prof. R. I. HAMILTON, Sup't Madison Co., Anderson, Ind. :

DEAR SIR:—In answer to your inquiries of June 6, in regard to formation of new school district by trustees of two contiguous townships, we reply :

1. The law is not very explicit as to the method of procedure in the case of which you speak. I believe that the only proper way to proceed, however, is for the trustees to meet as required by law, and establish or locate the school house. Public notice to the people in the vicinity of the site so selected for the school house should then be given, and such as desire to attach themselves to this new district should indicate their desire to their respective trustees, in some way to be agreed upon by the trustees. Persons cannot be called upon to attach themselves to a district until they know where the school house is located. This is in accordance with the spirit of the former law.

The act to which you refer provides that the school house shall be paid for in proportion to the number of children "attaching themselves to said new district at the time of its formation." This should have read "after its formation," and should be so construed, because persons cannot attach themselves to a district that is not already formed. I do not think that the mere signing of a petition attaches persons to a district subsequently formed.

2. The cost of the house should be met on the basis of the number of children who, by their parents, attach themselves to the new district, without regard to any previous transfers. I think this process would make such a temporary transfer as would enable all the parties attached to such district to attend the school established. But I think a report of transfer of the remaining twelve in Richland township should be made to you by the trustee of Richland township next spring, in order to make your records complete.

3. But some of the tuition money drawn by the trustee of Richland township from the county treasury last June, and some of that which he will draw next January, certainly belongs to the twelve children who will be educated this winter by the trustee of Monroe township, and who are not now transferred to Monroe township.

This money, whatever it may be, should be paid over by the trustee of Richland township to the trustee of Monroe township. When the regular record of transfers is made up next spring, the matter will right itself thereafter.

I believe the course I have indicated is in accordance with the spirit and intent of the law. It certainly is in accordance with justice. I regret that I was not able to make this reply sooner.

Yours, respectfully,

JAS. H. SMART,
Superintendent of Public Instruction.

CIRCULAR TO COUNTY SUPERINTENDENTS.

INDIANAPOLIS, August 22, 1877.

DEAR SIR:—Having received the approval of most of the Superintendents to the plan I proposed in respect to written reports of County Superintendents, sent you in a former circular, I now have the honor to request you to write a brief report containing not more than 1200 words, upon the following topics, viz: — — — —

This report should be written upon foolscap, and inasmuch as the manuscript you send will be given to the printer without copying, it must be written upon one side of the paper only. The report should be condensed, and should embody the results of your experience and deliberation. I can give the Superintendents until the 10th day of October in which to make their reports. They must be received in this office October 10, in order to appear in my report.

Yours, respectfully,

JAS. H. SMART,
Superintendent of Public Instruction.

QUESTION. Mr. B. and wife convey and warrant to Brown township, Ripley county, Indiana, a lot or piece of land for school purposes, as long as a public school house remains on said lot. Now the trustee is building a new school house in another part of the district, he is willing to let the lot revert back to Mr. B., but claims the house, out-house, and furniture. Mr. B. refuses to give up the houses. To whom do the houses belong?

INDIANAPOLIS, Aug. 24, 1878.

DEAR SIR:—I have the honor to acknowledge the receipt of the above communication, and in reply I would say that I am of the opinion that the lot and the house would, on its abandonment, revert to the original owner, but that the apparatus and appliances therein still belong to the township, and can be taken away.

JAS. H. SMART.

EDITORIAL.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

WHAT TO READ.

Teachers are now generally settled for the coming year, and are, or ought to be, making some plans as to how they can spend such time as is not needed in the school room work or preparation for it, in the most pleasant and most profitable manner.

The Journal has for years urged teachers to organize lecture courses, not simply for the benefit of the school library, but principally for the educating and elevating influence of such a course upon the community. It has urged them to form literary societies, especially for the young, and thus direct the reading and, in part, control the leisure time of the young men and young women of the neighborhood—a work that opens a wide field of usefulness. It has urged teachers to form reading circles, or literary clubs, for self-improvement, intended for persons of more mature years and thought.

The lecture courses can be organized only in the cities and larger towns, and in a few enterprising neighborhoods; the literary societies can be formed in almost every school district in the state, though they cannot be made a success in all communities.

Hundreds of teachers who read the above, we doubt not, will resolve at once to put one or more of these suggestions into practice. But independent of all associated study, each teacher will doubtless wish to do more or less independent reading. To aid teachers in the selection of profitable reading, we copy from the Literary World the following excellent list of

FAVORITE BOOKS:

Fiction.—George Elliot's *Daniel Deronda*; Hawthorne's *Scarlet Letter*; Thackeray's *Vanity Fair*; Scott's *Ivanhoe*; and Dickens's *David Copperfield*

Biography.—Carlyle's *Frederick the Great*; Irving's *Life of Columbus*; Robertson's *Charles Fifth*; Lewes's *Life of Goethe*; and Mrs. Kingsley's *Life and Letters of Charles Kingsley*.

History.—Motley's Rise of the Dutch Republic; Prescott's Conquest of Mexico; Froude's History of England; Macaulay's History of England; and Draper's History of the Civil War.

Travels.—Howells's Venetian Notes; Bayard Taylor's Views Afoot; Chas. Dudley Warner's In the Levant; Kinglake's Eothen; and Hay's Castilian Days.

Poetry (excluding the Drama).—Chaucer's Canterbury Tales; Milton's Paradise Lost; Coleridge's Ancient Mariner; Tennyson's Idyls of the King; and Longfellow's Evangeline.

Religious.—Taylor's Holy Living and Dying; Farrar's Life of Christ; Matthew Arnold's Literature and Dogma; Starr King's Christianity and Humanity; and Joseph Cook's Transcendentalism.

Juveniles.—De Foe's Robinson Crusoe; Aldrich's Story of a Bad Boy; Mayne Reid's Desert Home; Clodd's Childhood of the World; and Higginson's Child's History of the United States.

Miscellaneous.—Emerson's Essays; Max Muller's Chips from a German Workshop; DeQuincey's Confessions of an English Opium Eater; Holmes's Autocrat of the Breakfast Table; and Gregg's Enigmas of Life.

THE NEXT STATE ASSOCIATION.

The Executive Committee of the State Association has announced that the next meeting of the Association will be held in Ft. Wayne. Recently many complaints have reached us that it should be taken so far from the center of the state, most of the complainants insisting that all of the sessions should be held at the capital. The Editor has no personal feeling in this matter, and but little preference. As there is always additional responsibilities and duties devolving upon the local members, no teachers are likely to insist on the association being held continuously at their own homes for their personal benefit. There is always more liberty, rest, and enjoyment in attending away from home. For these reasons, if the association is held most of the time at Indianapolis, it is not because the teachers of that city specially desire it, but because it best accommodates a majority of the teachers of the state.

The writer has not missed a meeting of the association in seventeen years, and in that time it has been held at Terre Haute twice, at Lafayette twice, at Richmond twice, at Logansport and at New Albany, the other times at Indianapolis.

As the capital is most central, and as the meetings are always the largest there, there is no doubt that most of the meetings should be held there; but it is doubtless a good plan to occasionally hold a meeting at another place in order to reach and interest many teachers who would never venture to Indianapolis. Owing to its railroad facilities, Ft. Wayne is easily accessible to all the northern part of the state, and while the distance from the southern part of the state is great, it is, perhaps, just as well to sustain the action of the committee. The teachers of the north said nothing when the association was

held at New Albany, and now the teachers of the south should submit gracefully to have it go to Ft. Wayne. There certainly was a large number in the Association last winter that desired to have the next session held out of Indianapolis.

It is not a matter of vital importance where the next session shall be held, but it is of vital importance that the leading teachers of the state shall stand together and work harmoniously, to the end that the usefulness of the State Association shall not be impaired.

CHANGES IN THE SCHOOL LAW.

The Indiana school system is one of the best in the country. The State Superintendent, the State Board of Education, the County Superintendent, the County Board of Education, the township Trustees and city Trustees, and district Directors, as officers; and the district schools, city and town schools, township graded schools and high schools, the State Normal school, Purdue University (agricultural), and the State University, together with the private normals and denominational colleges, as parts of the general plan, altogether form a grand system not surpassed by that of any other state in the Union. The system is comprehensive and complete, and should not be changed; but some improvement could and should, at the proper time, be made in some of the minor points. Then, again, the law needs codifying and harmonizing in some of its details, as indicated in the Official in the last three numbers of the Journal.

One of the great curses of this country is the frequency with which laws are changed, and the consequent ignorance of the laws except by professional lawyers. A new law should be fully and fairly tested, and should only be changed when it is demonstrated to be inefficient. Both in regard to making new laws and repealing old ones, our motto should be, GO SLOW. Teachers should be active in impressing this idea upon their members of the next Legislature with regard to our school laws.

ADVERBS AND ADJECTIVES.

We frequently hear discussions in teachers' institutes as to whether certain words are adverbs or adjectives, and frequently it is a nice point to determine, especially when the words in question follow such words as "look," "appear," etc. The chief difficulty arises from the fact that the disputants do not fully comprehend the fundamental distinction of those two parts of speech. When it is remembered that the fundamental distinction of the adjective is that it modifies a subject-word, and that the fundamental idea of an adverb is that it modifies an attributive-word; or to put the same thought into a different form, that the adjective is always an attribute that qualifies a noun or that which stands for a noun, while the adverb is always an attribute that modifies another attribute, the distinction is clear.

Let it be borne in mind that all profitable language study must have a thought basis—that words are simply the clothing of ideas, and that the relation of words in a sentence is determined wholly and exclusively by the relation of the ideas. With this fundamental principle to guide, there need be little discussion as to parts of speech or relation of words, when the *meaning* of a sentence is agreed upon. Whether I shall say, The lady looks nice, or “The lady looks nicely,” depends upon whether I wish to convey the idea that she looks—or seems—to be a nice woman, or whether I wish to simply refer to her appearance. If I say, “The man looks well,” the word “well” is an adjective if I refer to the man’s health, but it is an adverb if I refer simply to his appearance.

Just as a sentence capable of conveying different shades of thought may be read differently by two persons, and yet each rendering be correct according to the understanding of the reader, so a word susceptible of bearing two or more relations in a sentence may be parsed correctly in two or more ways, owing to the interpretation of the parser.

The study of language from a thought basis will show not only the mystical relations between the adjective and adverb, but cut the Gordian knot of many another linguistic tangle, and thus remove from pedagogical circles what is now a very fruitful source of unfruitful discussions.

COMMISSIONER EATON’S REPORT.

The report of General Eaton, United States Commissioner, for 1876, has just come to hand. Besides a vast amount of statistics, not specially practical, but quite valuable for occasional reference, the report gives a review of educational progress, and then, among other topics of general interest, discusses the following: Compulsory education, national aid to education, training schools for nurses, the duty of the state respecting education, results of five years of compulsory education in Great Britain, industrial day schools, the Boston Whittling school, prevention of cruelty to children, education in foreign countries, education at the centennial, the study of Anglo-Saxon, Latin, and Greek pronunciation, abstracts of school reports for the different states and territories. The volume, all in all, is a very valuable one. Out of the 16 pages devoted to Indiana we quote the following, which is certainly complimentary to Sup’t Smart and the state:

“The report of the State Superintendent of Instruction for the years 1874-’75 and 1875-’76, an interesting document in all respects, has one especially noticeable feature. This is a series of statistical maps, exhibiting by counties (1) the number and distribution of the schools, 9,307 in all; (2) the enumeration of children in each county, 679,230; (3) the pupils admitted to the schools, 516,270; (4) the number of teachers employed, 13,411; (5) the number of school houses, 9,434; (6) the number of school districts, 9,310; (7) the average length of the school year in each county, the lowest figure being 97, the highest 165, the average for the state 123 days; (8) the number

of school houses erected, 14 in one county, 12 in another, 11 in two more, and so on down through 10, 9, 8, etc., to 1 and 0, this last, however, marking but two counties in the state, and the total reaching 454; (9) the location of higher institutions, such as normal schools, polytechnic institutes, colleges and universities; (10) the distribution of 49 cities and 206 towns, in which especially the graded system of instruction flourishes. This gives a bird's-eye view of almost everything connected with education in the state, and it is much to be hoped that a like plan may be adopted generally, as a means of showing, much better than mere columned figures can, which are the dark spots, which the bright ones, in the educational condition of each state.

Another somewhat kindred feature of the report is a set of comparative tables, showing by semi-decades the growth of education in each county since 1855, in such particulars as the length of school in days, the number of teachers, the amount paid these, and the attendance at school. The exhibition is a very creditable one, almost every county being shown to have advanced, with great steadiness, to quite a gratifying point."

DISRAELI—LORD BEACONSFIELD.

At this time no other man in England occupies so prominent a position as does Benjamin Disraeli (Diz-ray-el-e), Lord Beaconsfield; in fact, but few men in the world stand so high, or exercise so much influence in the affairs of nations. He was born in London in 1805, and is therefore now 73 years of age. Mr. Disraeli is one of the few great statesmen who are at the same time distinguished literary men; or, rather, one of the few literary men who have ever achieved any considerable degree of success as statesmen, for he was noted in literature before he entered politics. "Vivian Grey," one of his most noted books, written when he was 22 years old, had been published ten years, and translated into the principal languages of Europe, before he was elected to the House of Commons.

The most marked contrast to his present position is found at the time when he attempted his first speech in the House of Commons. The closing passage of this speech is reported as follows:

"I think, sir—['Hear, hear,' and repeated cries of 'Question, question.'] I am not at all surprised, sir, at the reception which I have received. [Continued laughter.] I have begun several times many things [laughter], and I have succeeded at last. [Fresh cries of 'Question.'] Ay, sir, and though I sit down now, the time will come when you will hear me."

The Representative from Maidstone sat down amid cheers and jeers, but the time which he predicted has fully come. When he now chooses to speak he has as his auditors not simply the British Parliament but the entire nation, and the reading part of the civilized globe. Men may disapprove of what he says or dislike him personally, but they are compelled to listen to him.

After such a career in England, let no American youth say that the highest places of power and distinction can be closed to talent and toil.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR JULY, 1878.

WRITING—*Specimen of Penmanship.*

"Take the bright shell from its home on the lea,
And wherever it goes it will sing of the sea;
So take the fond heart from its home and hearth,
'Twill sing of the loved to the ends of the earth." 50

1. For what purpose would you use the blackboard in teaching writing? 10.
2. (a) Why should the technical terms of writing be taught to pupils?
(b) Give five of these terms. a=5; b=5 pts., 1 each.
3. At what point should the final stroke in all words terminate? 10.
4. Indicate below each letter in the following the horizontal space which it should occupy. "Try to improve." 10 pts., 1 each.
5. What slant should all straight lines make with the base line? 10.

NOTE.—The applicant should be required to copy the specimen of penmanship in ink. It should then be marked upon it from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

READING.

"April! summer's coming! *Now* begins the year,
For the snow has melted and the blue-bird's here!
Wooly catkins swinging on the elder-bush
Whisper, "Leaves are starting! we can feel them push!"

Wide Awake for April.

- (a) What uses of capital letters should pupils notice in this lesson?
- (b) How should the use of the apostrophe in the words summer's and blue-bird's be explained to children?
- (c) What marks should children specially notice in this lesson besides the apostrophe?
- (d) How will you explain to children the fact stated in the last sentence?
- (e) Read the stanza as you would have children read it. 5 pts., 20 each.

ARITHMETIC.—1. When dividend and divisor are both concrete numbers, what kind of a number is the quotient? Why? 2 pts., 5 each.

2. Find the greatest common divisor of 112, 140, and 168, by factoring. Proc. 5; ans. 5.

3. If 2-9 of one number is equal to 6-7 of another, and both together equal 340, what is each number? Proc. 8; ans. 2.

4. Reduce 7-9 of a mile to integers of lower denominations.

Proc. 5; ans. 5.

5. Chicago is 843 miles west of Boston. When it is 9 o'clock, A. M., at Chicago what time is it at Boston, allowing 51 miles for a degree of latitude?

Proc. 6; ans. 4.

6. Goods are sold at retail at 30 per cent above cost, and at wholesale at $16\frac{2}{3}$ per cent less than the retail price. What is the gain per cent on goods sold at wholesale?

Proc. 7; ans. 3.

7. What sum must be invested in government bonds at par value, bearing $4\frac{1}{2}$ per cent interest, to yield an annual income of \$2,500? Proc. 5; ans. 5.

8. A bought \$1,250 worth of goods on 6 months' time, but cashed the bill at $7\frac{1}{2}$ per cent off. How much money did he pay? Proc. 5; ans. 5.

9. Write a negotiable promissory note payable at a bank. 10.

10. The first term of a proportion is .25, the third term is 3.5, and the fourth term is 9.4. What is the second term? Proc. 5; ans. 5.

GEOGRAPHY.—1. Why are the tropics distant $23\frac{1}{2}$ degrees from the Equator? 10.

2. Why are there four seasons in the temperate zones? 10.

3. Name five rivers that flow into the Atlantic Ocean. 5 pts., 2 each.

4. (a) Name and describe the most important ocean current.

(b) Describe its effect upon the countries upon which it impinges.

a=6; b=4.

5. Name five principal products of the Central States. 5 pts., 2 each.

6. Through what waters would a barrel, set afloat at Sault St. Marie, pass to reach the ocean? Take off $1\frac{1}{2}$ for each pt. omitted.

7. From what two countries do we receive our chief supplies of coffee.

2 pts., 5 each.

8. What two of the United States are largely peninsular? 2 pts., 5 each.

9. In going from Fort Wayne to Evansville, by way of Indianapolis and Vincennes, over what railroads, and through what large towns would you pass? 10.

10. Name the two chief mineral productions of Indiana. 2 pts., 5 each.

GRAMMAR.—1. What is the origin of the rules of English Grammar? 10.

2. (a) Define a participle.

(b) Name the different kind of participles.

(c) Give examples.

a=4; b=3; c=3.

3. Give the rules for the objective case of nouns. 10.

4. Write a sentence containing an adjective clause and an adverbial clause. 2 pts., 5 each.

5. Write the plural of *Apparatus*, *Court Martial*, *Hose*, *German*, *Moslem*. 5 pts., 2 each.

6. (a) How do you denote a lower quality than is expressed by the positive?

(b) Give examples.

a=6; b=4.

7. Designate the subject, the predicate, and the modifiers of each, in the following sentence :

"Much pleased was he to find
That though on pleasure she was bent,
She had a frugal mind."

10.

8. Parse the italicised words in the following sentence: "I wrote *him* for a barrel of flour, but he sent *me home sugar instead*." 5 pts., 2 each.

9. Correct the following sentence, and give reasons for the corrections:

"If any pupil is prepared, they may hold up their hands." 10.

10. (a b) Give two rules for the use of the *Semicolon*.

(c) Write a sentence in illustration. a=3 ; b=3; c=4

HISTORY.—1. Name the distinct periods into which U. S. History is divided, giving the time of each period. 20.

2. (a) When did King William's war occur?

(b) Give reasons why the English colonists in America were particularly interested in this war. a=5; b=15.

3. Explain what is meant by the following declaration: "Taxation without representation is tyranny." 20.

4. What great questions were at stake in the war of 1812? 20.

5. (a) State the chief causes of the Civil War.

(b) State some of the important results. 2 pts., 10 each.

PHYSIOLOGY.—1. Name five bones of the cranium. 5 pts., 2 each.

2. Upon what does the complexion depend? 10.

3. What are two chief uses of food? 2 pts. 5 each.

4. (a) What kind of food is necessary in a cold climate?

(b) What in a warm climate? a=5; b=5.

5. Why should pork not be eaten when raw, or partially cooked? 10.

6. Why is bread made from wheat, or corn, a good article of food? 10.

7. What two offices do the lacteals perform? 10.

8. In what vessels does the blood become impure? 10.

9. Describe the process of inspiration. 10.

10. Name the coats, and two humors of the eye. 5 pts., 2 each.

THEORY AND PRACTICE.—1. How far is the teacher responsible for the proper moral training of his pupils? 20.

2. What qualifications are essential to success in moral training? Name two or more. 20.

3. What is your opinion of the practice of offering prizes to secure good conduct? 20.

4. Why should a teacher be quick to perceive and prompt to commend the faithful efforts of a dull pupil? 20.

5. What moral qualities should be carefully cultivated in pupils? Name five. 5 pts., 4 each.

AN EXPLANATION.

INDIANAPOLIS, August 26, 1878.

PROF. W. A. BELL, Editor Indiana School Journal:

DEAR SIR:—I have been recently informed that it has been asserted, in a number of the papers of the State that I am opposed to the State Normal School.

It seems to me that it is almost unnecessary for me to define my position on a question concerning which I have heretofore, in many public ways, spoken freely; and I would not do so at this time were it not for the fact that these statements may possibly be of some injury to the Normal School. Permit me to say, therefore, that I am not opposed to the State Normal School, and that I stand by what I said of it in my report to the Governor in 1875, and in my communication to County Superintendents, to be found in the December number of the School Journal for 1877, page 554, to which I respectfully refer all those who desire information upon this subject.

Yours respectfully,

JAS. H. SMART, Sup't Public Inst.

AT the meeting of the Minnesota State Educational Association at Minneapolis, President Johns, in his annual address, gave some interesting statistics of the public schools of that state. The average wages of teachers in the common schools, per month, are \$37.61 for male teachers, and \$28.88 for female. Allowing ten months as the term of service, this gives an average salary to male teachers of only \$376.60, and to female of only \$288.80—sums, he said, “which do not exceed, taking board and washing into account, the wages of ordinary day laborers or hired help.” But the average length of the school year, in 1877, was not ten months, but 5.2, “from which it is evident that their calling—I will not dignify it with the name of profession—cannot supply them with the necessaries of life.” No one with a family to support can subsist by teaching, and hence people cannot make it a life work. The result is that the common schools are taught by young and inexperienced persons, who adopt the profession as a temporary expediency. Of teachers in the graded schools similar remarks were made, the average salary of principals being only \$734.55, and of assistants only \$359.48. Among the defects growing out of the school system, President Johns mentioned the following: The extreme youth of the teachers, their insufficient knowledge, and their lack of professional preparation.

A NUMBER of southern educators met in convention at Chattanooga, Aug. 7, 1878. After preparing a constitution and by-laws, officers were elected. Dr. G. A. Chase, of Louisville, was appointed chairman. After a pleasant session of two days, the Association adjourned *sine die*. It will be known as the “Southern Educational Association.”

NORMAL INSTITUTES.

Clay county normal under Messrs. Triplett, Eppert, Gregg, and James, had an average daily attendance of 75. There were *enrolled* 84. These were divided into three sections, as follows: Those who held a license for 12 months and over, those who held a license for six months, and those who held none. Besides classes in the regular studies, classes in Latin, Natural History, Algebra, and Civil Government were formed.

Grant county normal was considered a success in every respect.

Lagrange normal has enrolled over 100 students.

Harrison county normal had an enrollment of 82 at the end of the second week. It is considered the most successful normal ever held in the county.

The normal in Fayette county enrolled 70.

Henry county normal, conducted by S. J. Wright and E. O. Kennard, reached an enrollment of 85. The interest created in educational matters during the normal promises to extend itself to the institute which will follow.

White county normal, under the charge of J. G. Royer and Joe Studebaker, enrolled 63 teachers, who worked earnestly to receive the benefits of their short training school. The schools are under the superintendency of Geo. W. Bowman, who has infused some of his own earnestness into his teachers. Several teachers will go from here to the State Normal this fall.

The normal at Winamac, conducted by Messrs. Marshman, Ward, and Mace, has enrolled 68, with more to come.

Cass county normal enrolled 94.

An eight weeks' normal in Bloomfield is in successful operation, under the care of Theo. Menges, A. P. Allen, and R. A. Ogg.

Benton county normal numbered 40 the second week.

A GOLD medal was awarded to the educational exhibit sent by the United States to the Paris Exposition. It is generally conceded that in what we denominate "common school instruction," this country is far ahead of France, but in "industrial education," our common schools are yet in their infancy.

THE "Mansfield Normal College," O., will open Tuesday, Sept. 10, 1878, under the direction of J. Fraise Richard.

FROM the proceeds of the sale of the Moody and Sankey hymn book, Mr. Moody has given \$5,000 to Wellesley College for women. It is not specified what use shall be made of the money, but it is said that it will be permanently invested as an endowment fund for a Moody and Sankey scholarship.

THE fall term of the State Normal School will open Sept. 4.

DANVILLE.—The commencement exercises of the Central Normal, which occurred August 9, were very creditable. The total number of graduates was 34; 13 for the teachers' course, 12 for the scientific, and 9 for the business course.

A REGULAR high school will be commenced at Brazil this year. T. N. James, principal.

WITHIN ten years *eight* school journals have been started in Indiana, that have suspended. Two causes have contributed to these early demises: (1) Most of these papers were started in the interest of some local individual enterprise, as advertising mediums; (2) most teachers are of the opinion that one good journal, well sustained, is better than several poorly supported, and so preferred to patronize the Journal that for years has defended and promoted their interests.

THE article on Reading, in the August number of the Journal, has been very highly commended by many of the thoughtful teachers of the state. Mr. Brown, the author, has promised another article on the same subject, but treating more especially the elocutionary part of reading, for the October number of the Journal.

THE Fort Wayne School Board has changed the name of the high school to "Central Grammar School," but the course of study in what was the high school will be neither shortened nor thinned, rather strengthened.

THE State Fair will open Sept. 30, and last until Oct. 5.

INSTITUTES will be held as follows:

- Sept. 2. Benton co., Fowler, C. E. Whitton.
- " 2. Howard co., Kokomo, J. W. Barnes.
- " 2. Washington co., Salem, J. M. Caress.
- " 2. Elkhart co., Goshen, D. Moury.
- " 2. Spencer co., Rockport, J. Wyttenbach.
- " 2. Grant co., Marion, T. D. Tharp.
- " 2. Clinton co., Frankfort, H. Kohler.
- " 2. Pulaski co., Winamac, R. L. Marshman.
- " 2. Rush co., Rushville, J. B. Blount.
- " 9. Newton co., Morocco, R. F. Kerr.
- " 9. Blackford co., Hartford City, Lewis Willman.
- " 16. Noble co., Albion, H. G. Zimmerman.
- " 23. White co., Monticello, George W. Bowman.
- " 23. Brown co., Nashville, D. M. Beck.
- " 30. Dearborn co., Lawrenceburg, H. B. Hill.
- " 30. Huntington co., Huntington, F. M. Huff.
- Oct. 7. Lagrange co., Lagrange, S. D. Crane.
- " 28. St. Joseph co., South Bend, Calvin Moon.
- Nov. 11. DeKalb co., Waterloo, J. A. Barnes.
- Dec. 31. Knox co., Vincennes, J. W. Milam.
- " 31. Johnson co., Franklin, J. H. Martin.
- " 31. Fountain co., Covington, W. S. Moffett.

INSTITUTES.

PUTNAM COUNTY.—The Institute convened Aug. 12, at Greencastle. Instruction was given in the common school branches, theory and practice, science of government, and gradation. The principal instructors, for the week, were D. Eckley Hunter, of Bloomington, and P. S. Baker, of Asbury University. They were assisted by Prof. O. H. Smith, of the Danville Normal, on Tuesday, Dr. E. E. White, of Purdue, on Wednesday, Sup't Smart, on Thursday, and Dr. A. R. Benton, of Butler University, on Thursday and Friday. Owing to the crowded condition of our room (it would seat only 180), on Wednesday we accepted the kind offer of Pres. Martin, who tendered the use of the new college chapel. An evening lecture was given Tuesday by Prof. Hunter, Wednesday by President White, and Thursday by Dr. Benton. Many thanks are due to Pres. Martin and the faculty for their efforts in behalf of the institute. The teachers will long remember Dr. Wiley's statuary and Prof. DeMott's telephone. Whole number enrolled, 215; number teachers enrolled, 188; average daily attendance of teachers, 120. The institute was considered good.

BARTHOLOMEW COUNTY.—The Bartholomew County Teachers' Institute was held at Columbus, August 12 to 16, inclusive, Sup't Wallace presiding. Enrollment, 160; average daily attendance, 102. Of the number enrolled about 120 are teachers of this county; the remainder was mainly made up of persons preparing to become teachers, trustees, and teachers from other counties. The regular instructors were E. F. Brown, of Indianapolis high school, who gave most excellent methods for primary teaching in arithmetic, reading, and geography, and some talks on the teacher's preparation and qualifications for his work, Pres. Stott, of Franklin College, who gave a series of lectures on Elementary Physics, with experiments, which were highly appreciated, and W. A. Bell, of the Indiana School Journal, who gave several lessons on How, Why, and What to teach, and on the manner of conducting county and township institutes. Sup't Smart visited us one day, and gave a soul-stirring lecture to the teachers on the value of *skilled* labor as compared with *made* labor. J. M. Olcott was with us on the last day, and did some good work. The lessons on civil government, language, etc., given by home teachers, were highly appreciated. The social on Tuesday evening opened by an address of welcome from Mayor Cooper, and responded to by Mr. Brown, will long be remembered. Mr. Brown's lecture on the life work of Mrs. Mary Somerville, was delivered in his usual felicitous manner. Mr. Bell's lecture on the Darwinian theory as applied to education, will furnish the teachers much food for thought. This was, perhaps, the most interesting and profitable session ever held in this county. Many visitors were present during the session, who united with the teachers in voting it a grand success.

JAMES PHILLIPS, Secretary.

CLARK COUNTY.—The fourteenth annual Institute convened August 19, at Charlestown, closing the 23d, with an enrollment of 125 members. Sup't A.

C. Goodwin, in his method of conducting the Institute, followed the plan which proved, at the last session, to be of most practical benefit to those for whom it was expressly intended. Home workers, exclusively, were employed. On Monday and Wednesday excellent addresses upon the subjects, "The Teacher" and "School Government, were given by Prof. W. B. Goodwin, of Jeffersonville. On Friday he read an exceptionably fine lecture on "The Growth of Character." W. C. Washburne, F. E. Andrews, Jno. Baird, and Miss Julia Ingram were the principal workers. Prof. Nahstoll, of Jeffersonville, acted as organist. On Wednesday evening the teachers banqueted sumptuously at the residence of our popular Superintendent. All concede that the management could not have been more pleasant and profitable.

W. A. HESTER, Secretary.

DELAWARE COUNTY.—Institute convened at Muncie, August 14, 1878. Monday enrolled 92. Mrs. McRae was one of the chief instructors, and gave a lesson each morning and afternoon on one of the common school branches. A new interest in the study of physiology was created by the very practical lecture on the human skeleton, by Dr. Kemper, as well as by two lectures delivered by Julia Sparr, M. D., upon the heart and brains. M. K. Barnard and J. M. Olcott, of Indianapolis, and W. H. Harper, of Danville, helped along the cause of education by drawing from their rich experience many valuable suggestions and wise thoughts. The last half hour was occupied by Hon. E. E. White, of Purdue University, which was pronounced by those who heard it a "rich treat," a dessert, after a good dinner. * *

HAMILTON COUNTY.—The Noblesville Normal was pronounced the best that was ever held in Hamilton county, by the teachers that attended. The enrollment was 54, but these teachers worked hard and faithfully. Messrs. Bond and Wilson, of Westfield, and McKinsey and Reubelt, of Noblesville, were the instructors. The Institute followed the close of the Normal. Hamilton county has the largest institutes in the state. Nearly three hundred were in attendance, and a large number of visitors. U. B. McKinsey is a live superintendent, and deserves much credit for what he has done.

F. W. REUBELT.

CLAY COUNTY.—The institute in Clay county opened Aug. 19, at Centre Point. There was an enrollment of 168, and an average attendance of 102. Evening lectures were delivered by W. A. Bell, of Indianapolis, and Prof. Baker, of Asbury University. Valuable assistance was rendered by L. S. Thompson, of Purdue University. It was the most successful institute ever held in Clay county, and proved that this county is fully awake to educational interests.

P. B. TRIPLETT.

PERSONAL.

Joseph Carhart has been elected to take the place of B. C. Burt in the State Normal School. Mr. Carhart is said to be extensively read in literature, and has a good reputation as a teacher of reading and elocution.

D. W. Henry takes the Farmersburg schools next year.

J. F. Skull, of Zionsville, will take the Lebanon schools the coming year.

M. M. McCreight will remain as principal of the Lebanon high school this year.

W. C. Hastings is still superintendent of the Portland schools, and J. W. Polly is principal of the high school.

Prof. Spencer F. Beard has been elected to the Secretaryship of the Smithsonian Institute, in place of Prof. Henry, deceased.

J. R. Owen will be principal at Southport next year.

J. M. McAfee resigns the superintendency of Lake county to take charge of Dolton Academy, at Dolton, Ill. Fall term begins Sept. 9.

W. M. Shumaker will take charge of the schools at Knox the coming year.

Valois Butler, one of the earliest institute workers in Indiana, is in the harness again this summer. He did good work at Huntington.

Prof. O. B. Clark, of Antioch College, has accepted the chair of Greek in the State University, and begins work at the opening of the next term.

Mrs. L. L. Jackson, of Indianapolis, author of "Science and Geometry of Dress," has succeeded in introducing her book into the city schools.

Prof. E. A. Barber, of Philadelphia, has become associate editor of "The American Antiquarian," published at Ashtabula, O.

A. H. Hastings has been appointed superintendent of the public schools at Mitchell.

J. C. Black, of Valley Mills, goes to Acton the coming year.

Anna T. Snyder, who is familiar to the readers of the Journal, received, on the 18th of June, a patent on a "Caloric Safe." It was invented by herself to keep ink from freezing. It is inexpensive and can be used in place of a cellar in a private house. To the manufacturers of school furniture it should be an item of interest.

A meteorological summery gives the average temperature of the month of July as 79.6, the highest average for July known since the department was established in 1870.

Miss Ida Dodson, a graduate of the State Normal School, and Miss Ella Dukes, an under-graduate of the same school, take positions in the Winamac schools for the coming year.

W. H. Mace retains the superintendency of the Winamac schools next year.

George T. Herrick is the new superintendent of Wabash county *vice* Macy Goode, resigned.

F. W. Reubelt will remain in charge of the Noblesville schools.

W. F. Harper, principal of the Central Normal School at Danville, retains teachers whom he has tried and found efficient and popular. Professor F. P. Adams, Miss Lieuellen, Miss Huron, and Mr. Stephens are at their posts, on increased salaries.

Prof. O. H. Smith has met with a warm reception in the Central Normal School at Danville. He will have charge of the classical department of the school.

R. A. Smith takes the Fortsville schools.

Aaron Pope will remain at McCordsville.

W. A. Wood will have charge of the schools at Palestine next year.

Miss Kate Robson, teacher at Indianapolis, and Miss Callie Laird, teacher at Columbus, spent most of their summer vacation at Manitowoc, Wisconsin. The Editor of this Journal and his family spent two weeks in the same place. Manitowoc is a good place to visit.

Prof. T. C. Mendenhall, for several years professor of Physics in the Ohio State University, has received the appointment to the chair of Physics in the Imperial University of Japan, situated in the city of Tokio, and, with his family, is *en route* to his new field of labor.

Dr. T. H. Harrison, superintendent of the Boone county schools, manages to work off a part of his superfluous strength and energy by supervising the schools of his county, attending to a large patronage as a practicing physician, and acting as chairman of a political central county committee. Two lessons that we heard him give before his county institute indicates that he is posted as to his educational responsibilities. If you wish to be regularly entertained, go to his house.

He came out of his recent "unpleasantness" "as good as new," the case being dismissed without prejudice.

W. W. Cheshire remains principal of the down town building at Crown Point.

BOOK TABLE.

A TEMPERANCE LESSON BOOK.—In a couple of former articles under the head, Teaching Temperance in the Public Schools, I tried to suggest something in the way of means to this work. Since writing these articles, I have met "The Temperance Lesson Book," written by Dr. Richardson, of England, and published by the National Temperance Publishing House, New York. This work impresses me as so well adapted to the work proposed in these articles, that I beg permission to present it in a few brief statements.

This book costs seventy-five cents, and contains two hundred and twenty pages, divided into fifty-two lessons. These lessons are short, also simple in language. Technical terms are almost wholly excluded, consequently, children from fourteen to sixteen years old can understand them. They set forth in a calm, clear, and interesting manner, the effects of alcohol on the human system. They instruct, convince, and, in some cases, persuade. I verily believe that if this book could be thoroughly studied by every boy now in the public schools in our land, drunkenness in the next generation would be reduced one-half. This belief rests on another belief, namely that drinking comes from ignorance rather than from choice. The boy has no intelligent view of the nature of alcohol, and its effects on the human system, hence thoughtlessly begins and inevitably goes on. He begins under custom, and continues under an irresistible appetite. Antecedent knowledge would, in a large degree, prevent this. This book gives that knowledge. I can best indicate the character of this knowledge by giving the topics of a few lessons. These are: Artificial Drinks; Natural Drinks; Wine and Strong Drinks; Distillation; Alcohol; Alcohol in Spirits and in Beers; Diseased Blood from Alcohol; Animal Life under Alcohol; The Heart under Alcohol; Alcohol as a Poison; Diseases from Alcohol; Insanity from Alcohol; Death from Alcohol. The teacher can form a fair estimate of the character of the work from the above. Any wishing to purchase, will address J. N. Stearns, of the National Temperance Publishing House, New York.

I sincerely hope a few teachers will get this book and test its merits by trial. I wish thousands would, but this I cannot hope. New plans move slowly; 'tis so easy to say "it never has been so," and thus quiet the call to duty. In the face of all this, I have hope. The world does grow wiser, tho' never so slow.

GEORGE W. HOSS.

THE MODEL HISTORY, by Edward Taylor, A. M. Chicago: George Sherwood & Co.

In offering this history to the public, the author is aware that he is entering a field that has been diligently cultivated, but hopes to attract attention by several distinctive features. He has striven to bring out, as one peculiarity, the steps which the American people have taken to become a great and powerful nation. He makes no specialty of military details. He ignores the old idea that history is made up of the recital of a succession of battles; that a record of bloodshed is a record of the greatness of a people; and while he gives proper space to a record of conflicts, he dwells rather upon inventions, education, the progress of public opinion, in a word, upon the development of a national life. Another characteristic of the volume is the list of books given at the head of each chapter, as collateral reading. This will recommend it to those outside the school room as a valuable course of reading in history. It is illustrated not with fancy sketches of battle fields, but with the faces of the men who have been the chief instruments in the growth of the nation, and with scenes of peace and quiet. Its personal appearance is very prepossessing. Smooth paper, clear print, and good binding make it very attractive.

THE SCIENCE AND GEOMETRY OF DRESS, by Mrs. L. L. Jackson, of Indianapolis.

This book, in its general design, is intended as a complete guide, instructor, and text-book on measuring, designing, drafting, and cutting ladies' and children's clothing. It is suited not only for study in the school room, but also to the wants of that large class of ladies at home, whose ingenuity is often sorely taxed in fitting out the family wardrobe.

Mrs. Jackson has taken the first step in a direction that has needed a guide for a long time. Her argument, that so many girls of the poorer classes are thrown upon their own resources with no knowledge of any branch of handiwork which they can make available, is a good one for its introduction into the public schools. Mrs. Jackson worked in the Indianapolis schools last year with such success that the school board has adopted her book for the coming year.

A SHORTER COURSE IN ENGLISH GRAMMAR, by Simon Kerl, A. M. New York and Chicago: Ivison, Blakeman, Taylor, & Co.

This is a *short* course, but it must not be concluded that it is, therefore, a *primary* course. It is intended to meet the needs of the majority of public schools, and not any particular grades in them. The first 56 pages are devoted to an oral course, which takes in letter and composition writing. The remainder of the book is devoted to a text course, which enlarges upon the work learned orally. To the reader who is acquainted with Kerl's Common School and Comprehensive Grammars, it needs only to be said that this book is scarcely less exhaustive in its treatment of the different subjects than the larger works; that it is just as compact, all that is said upon a subject being grouped under one head. It possesses a peculiarity which some may deem a failing and others a virtue. The exercises are very numerous—too numerous for the teacher who desires to get over the ground rapidly, but not too numerous for the teacher who would have the points thoroughly impressed. It is adapted, in its arrangement, to the needs of the public school, and will well repay any teacher who may examine it.

PRINCIPLES AND PRACTICE OF TEACHING, by James Johonnot. New York: D. Appleton. Western agents, C. E. Lane, 117 State street, Chicago, and George P. Brown, Toledo, O.

We have examined this book with more than usual care and interest. It discusses all the educational problems from a higher plane, and enters more into the *philosophy* of education than any book of its class that we have ever before seen. It does something more than give methods which teachers are expected to follow blindly. We can recommend no book on Theory and Practice that we believe would be more helpful to teachers.

ROBERT CLARKE & Co., publish "The Teacher's Topical Note Book," prepared by T. H. Vance, of Ky. It is a neat little blank book, bound in cloth, arranged chiefly for taking notes at institutes. It is labeled at the top and bottom of the pages with different subjects, so that one can refer to the notes upon a certain subject without turning over all the leaves. Price only 35 cts. It can be obtained of the publishers.

A HAND BOOK of Penmanship, to accompany the Eclectic System of Penmanship, is written by Messrs. Thompson and Bowlers, and published by Van Antwerp, Bragg, & Co., of Cincinnati. This hand-book contains a full analysis of form and movement, and a brief summary of all that is required to teach the *Eclectic System of Penmanship*. It is prepared to aid those who wish to qualify themselves to teach this branch in the most approved manner, but who have had no opportunity to fit themselves, properly, for their work in this direction.

SCRIBNER'S for September is before us, full of good things, as usual. Among the contributors, for this month, we find Bret Harte, Maurice Thompson, Anna C. Brackett, and Edward Eggleston. In the November number, which will begin the new volume, will commence a new story entitled "Haworth's," by Mrs. Burnett, author of "That lass of Lowrie." Mrs. Burnett's great success with her former story will doubtless largely increase the good will shown to Scribner's Magazine.

WE always think what a good time the boys and girls have each month when St. Nicholas makes its appearance, and yet we know that *we* enjoy it as well as the children, and are just as much pleased when each month brings it to our table.

THE WIDE AWAKE is a source of great comfort, too. The story entitled "True Blue," which has been continued for several months, is as pure and healthful in its tone as a story can be, and is one that will strengthen the moral courage of any young girl who reads it. A series of papers on English Literature for children, is an attractive feature.

"THE NURSERY," is as valuable in the household as the "The Christian Union." One pleases the head of the family, the other the baby. And what would we not do for the happiness of the baby?

BUSINESS NOTICES.

BEST CHANCE YET OFFERED.

640 ACRES FOR \$150.

We have for sale a limited number of Texas land warrants for 640 acres each. These warrants were issued by the government for recent internal improvements, and owing to the stringency of the times the holders offer them for a short time, at this extremely low price in order to realize without delay. These warrants can be located on any government lands in the state (of which there are nearly 50,000,000 of acres), taking the odd numbered sections. The

even numbers are reserved for the school fund, and cannot be purchased from the state at less than \$1.50, gold, per acre. The warrants can be located on alternate sections, the land being identically the same as the school land in every particular. This presents an opportunity for married or single men, young ladies, school teachers, mechanics, or laboring men, to secure a square section of 640 acres of the best land ever illumined by the rays of the sun, for the sum of *one hundred and fifty dollars*, or about 23 cents per acre.

Texas has about 3000 miles of railroads; its school fund is thirty millions of dollars, far exceeding that of any other state in the Union; its taxes are the lowest of all the states in the Union; its population is increasing by immigration alone at the rate of 250,000 per annum; its climate is exceedingly healthful—the annual mortality list being less than 16 to 1000! Its agricultural resources are truly wonderful. For the last few years it has furnished from one-sixth to one-seventh of the entire cotton product of the United States; at the same time the cereals of our western states are equally productive in Texas.

The title to the lands located with these warrants is *absolutely perfect*. Two or more persons can unite in the purchase of a warrant, if desirable. Many persons who have bought, have already sold or traded their lands (often to actual settlers) at a large advance—in many instances at \$3 to \$10 per acre. Whether you hold the warrants or locate the land, the investment is certain to yield a handsome profit. There is no trouble about locating. Each county is a land district in itself, and has its land commissioner, who (if not convenient for you to select your land in person) will give you full information, locate your warrant, and furnish a map of your land, for a small fee fixed by law. By permission, we refer to the Editor of this Journal.

TAYLOR & CO.,

16 and 17 Bates Block, Indianapolis, Ind.

THE PERFECT GRADE BOOK, arranged and published by Prof. Moury, ought to be in every school room. We have examined the work thoroughly, and we view it as a complete success. It grades every department below the high school, and is particularly to be recommended for country schools, the grading of which has heretofore generally been considered an impossibility. But it *does* grade them perfectly, and is really indispensable in these schools. Its grading is so complete, that by its use all discord and confusion will be avoided, and particularly so when there is a change of teachers. When the new teacher enters upon his labors, he will know just how to commence, because his predecessor will have left such a record as will enable him to see the standing of every pupil, and even the page in the text-books where the scholars are to commence their studies. The work is for sale by Prof. Moury and his authorized agents, at one dollar per copy. Township Trustees and Boards of Education owe it to themselves and to the schools in their care to examine this book carefully, and such an examination will soon convince

them of its merits. The following are the opinions of prominent educators as to the merits of this work:

I consider Mr. Moury's Grade Book the best thing for the purpose of grading country schools that I have yet seen. It will assist inexperienced teachers in organizing their schools and in keeping the grading perfect from one term to another. We need some form book in all of our schools. I shall be very glad to co-operate with you in order to secure its use in all of our schools. Respectfully,

JAMES A. BARNES, Sup't DeKalb Co.

WARSAW, Kosciusko Co., Ind., July 26, 1879.

We have carefully examined Moury's Perfect Grade Book, and we heartily recommend it for the following reasons: When properly kept, it not only establishes a perfect grade in the school, but leaves a complete record of grade and classification, thereby avoiding the confusion usually caused by a change of teachers. If adopted by the county officials, it secures uniformity of grade and classification throughout the country schools. It is a perfect report and record of the condition of each school, and furnishes not only an index to the ability of the students, but also to the efficiency of the teacher. It creates a class spirit—one of the strongest incentives to regular and prompt attendance. It is a check upon the wayward, and a *spur* to the idle teacher. We hope to see it in general use.

F. MCALPINE, Sup't Kosciusko Co.

E. J. MCALPINE, A. C. ELLWOOD.


THE SCHOOL JOURNAL MAP OF INDIANA is the last as well as one of the most correct maps of the State published. It is 27x36 inches in size—abundantly large for all ordinary uses in the school-room or elsewhere—shows the counties in different colors, bounds all the civil townships, locates correctly every railroad in the State, and gives the names and location of nearly every post office. In short, it is a very complete map, gotten up in good style, on heavy map paper, and can be sold at the remarkably low price of *one dollar*. Who would be without a map of his State when a good one can be had at such a rate.

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H. S. MCRAE & Co., Muncie, Ind.

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 ANY one desiring to attend the Indianapolis Business College can save money by writing to the Editor of this Journal, who has a scholarship he will sell at a reduced rate.

WHY ATTEND THE STATE NORMAL SCHOOL?

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Fall Term begins September 4, 1878, and ends December 24, 1878.

WM. A. JONES, President.

WANTED—Twenty-five teachers to sell our medical work. Must be thirty years of age or more—willing to work hard—want to make money. Prefer men who can take charge of territory when posted in the business. We have old teachers who are making large wages in handling it.

Give age, experience (if any). Guarantee wanted. Address,

W. J. HOLLAND & Co., Chicago, Ill.

THE fall term of the Central Normal School, Danville, Ind., opens Sept. 3. The number of applicants for admission exceeds the number of last year by about 50 per cent. This is the result of satisfactory work, improved location, increased facilities, economy in outlay, and convenience of general arrangements.

From the Jacksonville Daily Journal:

Of the fifty pupils in Professor Hamill's Summer School of Elocution, two thirds have already secured situations as teachers of elocution.

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No. 10.

THE RELATION OF PUBLIC LIBRARIES TO THE
SCHOOLS.



SARAH A. OREN, of Purdue University.

EVERY man and woman is a compound duality of mind and matter, and childhood is but the state of development for both. It takes food varied in kind to sustain this growth of body, so also is the mental pabulum various and equally important. The American people, recognizing this fact, have spared neither time nor money in devising the best possible means for the dissemination of knowledge among the young, and our excellent system of public schools, open to both sexes and to all races, attest this fact. The old-fashioned counter irritants, *birch* and *ferule*, have long since given way to *inductive* methods, and now there is a charm about school surroundings that for the most part tempts and interests the youth.

But whatever affects this dual nature, either to strengthen or to weaken, affects the child's progress in school. School work means discipline of mind and body. It means growth of intellect; it means observation, reflection, captivation of memory, imitation, construction, exercise and yet constraint. It means methodical tearing to pieces and systematic building up. From baby prattle, the scholar at last unravels the thread of language by which *thought* is *expressed*. The school is a community,—

*Read before the State Teachers' Association, Indianapolis, Dec., 1877.

an incipient body-politic, with its laws, its principles, and its aims, and can only reach the highest attainment by patient labor, a growing enthusiasm, and concert of action, all of which must generally be acquired by the persistent effort and personal power of the cultured teacher.

The many forces that obstruct the way and hinder the accomplishment of these desirable results, are familiar to every experienced teacher. They are multitudinous, both in and outside of the school room. Likewise, there are many aids that supplement the teacher's work. All will admit that *books* are a chief aid, being allies and instruments, the best substitute next to a good teacher, as a means of education. Indeed, a book is a *voiceless* but a *powerful* teacher, and the lover of books finds in a well chosen library a "virtual university."

In the well illustrated, clear, and forcible text-books, the scholar finds what the living voice of *no* teacher can always supply. Here, are brought before the pupil, in a cheap form, the written thoughts of *artists* in elocution, science, and literature. But the books are necessarily limited, and the school that never gets outside of the lids of McGuffey, Pinneo, Ray, or Monroe, is *hide-bound*, and the teacher that is unable to so waken up the thought and desire for more knowledge in his pupils, is unworthy the name of his profession. This awakening calls for books, and the call is only fully met in the public library.

That there is an intimate relation between the public library and schools, I think all will admit. Whether the one is an aid or a hindrance to the prosperity of the other is a debatable question, and no doubt has warm advocates on both sides.

The erection of the public library is but the supply in answer to the demand for mental food. It marks an era of civilization and culture among a people. The best thought of poet, sage, philosopher, artist, scientist, divine, is here embodied in a form that can touch the hearts of the living, and thus the soul of the *past* becomes linked to that of the present.

Public libraries are generally found in the enterprising cities, and if I am not misinformed, the school children furnish their full proportion of patronage of said libraries. How does this affect school work? How much does it do towards teaching them to read understandingly? How much genius does it

awaken? How much skill does it bring to the hand? How much general information does it store up in the mind? How much keenness does it give to perception? How much power to the reasoning faculties? How much culture and depth of thought? How much knowledge of men and their duties?

There seems to be a grounded suspicion that harm may rest even under the cover of library books, and that too much reading may result in evil to the reader. That this may be true, to a certain extent, I admit; but that the chronic fault-finder may carry his objections too far, is also true.

If the library comes between the student and his work—as some complain that it does—then the relation between library and school system should be so modified that the teacher can regulate the use of the library, in those cases where it is evident that proper study is interfered with. In this way, the desire to regain the lost privilege would act as a stimulus to renewed activity upon the part of the pupil.

Children are naturally active, enthusiastic truth-seekers. They want to know and to do whatever others have known and done. They do not always discern for themselves the *good* from the *bad*, the *true* from the *false*, but I believe their natural impulses are generally towards the right direction. They are easily influenced, full of imagination, and always sanguine. While these are dangerous attributes dwelling in the hearts of the young,—it is the fruitful soil wherein the teacher labors. No matter what the tool used in the culture of the soil, if only the harvest comes at last with the golden grain of mature thought, and ripened seeds of virtue. I believe the teacher has the right to call in any aid that helps to bring about this glorious consummation.

Men of rare understanding and literary knowledge are at the head of our public libraries, and you will find the best books known to every department of literature attest the good judgment and sense of their choosers. I am aware that the critic's finger will point to the shelves groaning under the weight of so *light* a thing as *fiction*,—and it seems a pretty formidable question, when I am told that the world over, whether in London, Boston, Chicago, Cincinnati, or Indianapolis, three-fourths of the reading embraces works of fiction. But this seems very natural, when we consider how large a part of our time is given

to meeting stubborn and often very unpleasant facts. The revels of fancy often prove a recreation and relief from the pain and fatigue of labor. It is only when we attempt to *substitute fiction for fact* that we find we have builded on sand.

As I said before, school work develops the mind—learning to read creates a taste for reading, and that teacher who is able to inspire his children with a desire to read outside the text-book, will find them first seeking the realm of imagination—*juvenile fiction*. It is in their line of thought,—we first must tread the plains below, ere we would climb to pinnacles,—so the girl is sure to learn all she can of Fairy-land of the *good* little fairies, and the *bad* little fairies that dwell therein, and the boy is never satisfied until he has been “among the bears,” or had a buffalo hunt. His hair never *parts right* until his scalp has been lifted in an *Indian fight*. Then there comes a time when all the children get acquainted with Mrs. Alcott’s “Little Men” and “Little Women,” and the story of “Dotty Dimple” and “Little Run-away” is reflected and repeated in the lives of little beings found in almost every home and school.

Hemmed in by walls and fences, as city children are, it seems but natural that the boys should make a few voyages with Oliver Optics in his “Young America,” to foreign shores. But he gets many good hints thereby.

It may happen, occasionally, that a boy will be tardy at school, because of that “Journey to the Centre of the Earth,” or he may get behind his class somewhat by spending “Five weeks in a Balloon,” or his lesson be imperfectly learned by his descending “Twenty thousand leagues under the Sea,” yet, after all, the boy learns many truths from these interesting and, perhaps, exciting narratives, because presented in a manner his mind can comprehend.

A boy, seated in his mother’s parlor, may spend “Ten nights in a bar-room,” and come out a temperance man for life. Such is the power of a book.

But *juvenile fiction* is not strong enough diet for the *growing* scholar, and it often takes wisdom and skill to turn the tide of thought into a different channel. The deepest and most effective work of the well-read and thoughtful teacher is to so interest her pupils in facts and principles that love for fiction may not have taken root too deep. How to awaken an interest in

scientific, historical, and biographical knowledge; how to create a desire on the part of students for the more substantial works of literature, is a work worthy the effort of every teacher, whether in the country or city.

It is desirable to be familiar with the *current* literature of the day, but with a knowledge of *standard* works, teachers would be able to give advice in regard to the character of books and reading, kindly leading the children up to other departments of knowledge, where, as they grow older and more thoughtful, they will find what is far better than fictitious stories.

Nature holds continually in her hands objects which a teacher, with a little scientific knowledge, may turn into lessons that will produce an enthusiastic desire to learn more than men have written of natural history. Even with the *primary grades*, the collection of a cabinet may begin, and why not a school library, of reference, at least.

The mischievous boy, who tries to put a living snake around the neck of a timid girl, might be encouraged to bring the snake into the school room in a glass-covered box, where all could study its structure and watch its movements, and that boy's thoughts thus led from the study of one of earth's lowest creatures up to the reading and study of higher things.

Suppose the scholars be encouraged to collect all the different kinds of nuts and grains, put them into bottles and label them, how soon could they be encouraged to read of the cultivation, uses, and qualities of such nuts and grain. A few living snails or crawfishes, kept in a jar of water and something of their habits learned, would soon arouse a desire to know more of shells and their strange inhabitants. Suppose the *girls should* learn to catch moths, skin fishes, and stuff birds. They learn thereby to love God's creatures, and they will become so interested in the collection, classification, and preparation of these natural objects, whether they be animals, flowers, or minerals, that they forget to set their traps for beaux, and never learn to stuff their minds with the trash and nonsense of novels. The sentimental age goes by. They read for information, and such girls will reach womanhood as fresh, and pure, and honest, as God would have them. This brings us to a class of books found in libraries of a dangerous element to the susceptible minds of young women, whose thoughts are not centered on

something better. Just ripening into womanhood, full of romantic ideas, desiring to please and to be admired, they are readily caught up by the words of the novelist, and their thoughts find sympathy in the sentimental folly of the story of "love, murder, and matrimony." The girl that finds her level and chief happiness in a *novel*, has entered a dream-life of falsehood, from which, if ever aroused, she will become sensible of weakness, disgusted with true life, and disappointed with her own lot. This novel reading impoverishes the mind of the reader, and renders it unfit for school work or any other usefulness, and that mind which never rises above this class of fiction is *intellectually dead*. I believe it to be the duty of both parent and teacher to keep this class of books out of the hands of the young as far as possible, until they have passed the schools and are established in better things, after which they will have no desire for it.

So far as I am able to learn, the teachers of graded schools in cities, where are situated public libraries, are making excellent use of their privileges, reading the books that bear largely upon their duties, or that will deepen and strengthen their own minds, and that the pupils under them are moving on from one stage of development to another, until they graduate from the high school able to appreciate the best of books. Such students, almost without exception, meet with success at whatever they undertake.

It may be that the reading of sensational fiction in youth may lead to the *secret* reading of the sickening trash of "New-York-Weekly" character, and even induce a thirst for the low obscenity found in certain books. Reading of this character is a *mental arsenic* that poisons the *very soul* and ends in *moral death*. Physicians familiar with those nerve centers liable to be disordered, have testified that the influence of romantic and obscene literature is a fruitful cause of evil in both sexes. Whatever impairs the nervous force and saps the virtue of youth, is a dangerous and disorganizing element in any school. It is difficult to meet such cases, for secret thought lies deep, and both teacher and pupil will find evidences of impurity cropping out at every point in such a boy's life. But I believe this is oftener the natural sequence of *vicious associations* and bad management while very young, than the result of library reading.

I do not think libraries need ever stand in the way of legitimate school work, and I consider them one of the strongest guards thrown around the school children of a city, where snares, and temptations, and glitter of street are constantly alluring them outside, into the reach of evil associates. The very book under the arm of the little urchin, as he goes to and from the library, is a passport of safety which even the *boot blacks* are bound to respect. In books children find companionship—the boy who loves to read will not always be found on the base-ball commons, nor among the street arabs at night. The girl who reads good books is not always “dying with the blues.” She has resources within herself, and is not dependent upon others solely for her mental supplies.

Now, while I would not advocate the turning loose of school children of all ages into a great public library to devour at will the book of their choice, I would give them considerable latitude, and by careful direction and a little restraint, let them become acquainted with our authors of enduring merit. Encourage them to collect from the stores of gathered lore interesting facts and precious gems of thought. The teacher keeping pace with this mental culture, will be able to arouse an interest in biography by teaching the children to observe and honor the actions of brave and noble men. Young people are naturally fond of explorations and exploits, and, if once interested, will find enough for years of reading on the historical pages of our world's countries.

Boys are especially delighted with travels. Many of the most interesting facts concerning men and nations, physical features of earth and its productions, animals and their habits, are to be found in books of travel. The child only needs to be directed to them, and the study of geography will receive an impetus thereby that will be surprising.

A taste for biography and history being gained the contest is over, and the school boys and girls are safely launched upon the sea of literature, and with such pilots and companions as Guizot, Agassiz, Shakspeare, Bancroft, Milton, Longfellow, Emerson, Dickens, and a host of others, the teacher need have no fear of moral shipwreck to such students.

In the beginning of this new century there is greater need of culture and a better knowledge of arts and sciences among

teachers than ever before. Great lives are constantly going out, but the fruits of their experience, the results of their investigations, the principles of their philosophy are written in many books—those books are found in the public libraries—we have but to read and assimilate their thoughts, and hand them down fitted to the understanding of our pupils. Who fails to do this, robs youth of a part of a noble inheritance.

Thus teachers and taught, in close sympathy, may learn from the lips of the world's greatest authors the world's greatest truths, and the pupil be drawn, step by step, from the "highly colored," beautiful *images* of youth, into fields of *grander thought*, and thereby come to a fuller development of both *mind* and *character*.

EFFECT OF CIVIL SERVICE RULES ON SCHOOLS.

AARON GOVE.

FROM the action of the new administration of the governmental affairs relative to appointments in the civil service bureaus, public school systems throughout the entire country will receive an impulse in a more forcible way than could those within the ranks of the profession have imparted in many years. Civil service reform has been urged by our eminent men for a long time;—the retention in office of *all* who prove themselves worthy; the appointment of none, save for merit.

The importance of this line of conduct, in school management, most of us who read the *Journal*, appreciate. So, indeed, does the community at large; but other issues, local or otherwise, change—sometimes seriously crippling if not fatally injuring—the administration of the school.

Now, if Messrs. Hays, Shurz, Evarts, et al., persist in placing in position only the deserving, and as persistently retain those who do well their duty, the happy result of their action cannot be doubted. The people will become accustomed to the reform, and *change*—that curse of all public institutions—will be unpopular. The schools will surely feel it, and our western states be made, in this thing, like Massachusetts, where men and women, who do good school room work, are retained for

life. Then the conundrum, "how to make our business one of the professions," will be answered. Then our school systems will be a power in the country. God speed the administration in the work of civil service reform. Its good effects will be seen in every town, village, and family.

DENVER, COLORADO.

WHAT IS THE MATTER WITH US.

G. W. SNYDER.

WHEN will we be natural and philosophical in our methods of education and school economy? When will teachers find out that the only correct methods are based upon principles:

1. The thing, then the sign.
2. The idea, then the word.
3. The thought, then the sentence.
4. Proceed from the known to the unknown.
5. Proceed from rudiments to principles.
6. Proceed in general, according to the laws of the development of the mind.

In all the past, nine-tenths of all the teaching that has been attempted, has been the reverse of the above, as

1. The sign, then the thing.
2. The word, then the idea.
3. The sentence, then a struggle for the thought.

The last is attested in the frantic struggle in etymological and syntactical parsing; the thought is lost sight of to split hairs over whether a word is feminine or neuter gender. Cultivating the powers of expressing, and then comprehending the grand thoughts of others, is not attempted or attained, all because we begin and continue wrong.

Instead of requiring a boy or girl graduate to parse or analyze "Thanatopsis," or "Battle in Heaven," lead him or her to express and comprehend the thoughts of such selections. Let them write in their own language the thoughts of the authors, as seen in the written page. A boy who can correctly paraphrase

such a poem as "Thanatopsis," has a foundation laid for expressing himself of infinitely more value, than he has who can parse the poem according to the *pet* rules of any grammar.

Again. Take geography; the conception of the average pupil, after he has studied it for years, is that geography is only a book filled with words to be committed to memory. Countries are only so many colored spots upon the maps of the book, and so with the natural divisions of land and water. Pupils are not taught to realize that political geography is a result of physical geography—and that physical is the result of geological causes—far before and of greater importance than is the determining the present appearance of the land and water surface of the earth.

Why cannot we, as teachers, find out that the results are meagre and unsatisfactory, and investigate our methods, find the errors, and erase them from our methods? The result would be better work and more satisfactory to ourselves and our pupils.—*New York School Journal*.

WRITTEN EXAMINATIONS.

THE following article from the *Canada School Journal*, contains many excellent suggestions that apply not only to the examination of teachers, but to the examination of classes in the higher grades of school:

1. *In preparing for an examination, write out as much as possible of the work.*—Writing is a much more effectual mode of study than reading. Let a student write out from a book several times any difficult proposition, and he will find that he has gained more knowledge of the proposition than he could have gained in a much longer time spent in merely reading it. The method of writing, which appears slow and laborious, is in reality an important economy of time and labor.

2. *Write about the question before you, and not about something else.*—No knowledge, however correct, if it does not bear directly on the question, can be taken into account. When the candidate writes very little about the question, and very much that is foreign to it, the examiner will conclude that he knows

but little about it, and that he is simply trying to hide his ignorance by a show of knowledge.

3. *Let your answers be short and to the point.*—Of course your answer must be sufficiently long to express what the question requires, but the fewer words beyond that the better. Reading examination papers is not amusing work, and no examiner wishes to read more about a question than is just sufficient to answer it. Clearness of statement is of the utmost importance. Many an answer that has contained much correct matter, far more, indeed, than enough to have answered the question correctly, has been marked low, or perhaps has received no marks at all, simply because the examiner could not unravel the mystery in which the candidate had involved his answer.

4. *On receiving the examination paper, read it all over carefully once or twice before you begin to write.*—On first reading the paper you may, perhaps, think that there is not a question on it that you can answer. This is the result of mere nervousness. On considering it for a short time, you will find that light will begin to dawn upon you. Take the easiest question you can find on the paper, and write the answer to it as carefully and as quickly as you can; then the next easiest; and so on till you have done them all, or until you can do no more. You will find that toward the end you will be able to understand and explain what at first appeared altogether incomprehensible to you. There is no more constant source of failure at examinations than the attempt often made by candidates to answer in order the questions on an examination paper. In this way he is frequently brought in contact with the most difficult question first, puzzles over it till his mind gets into the state of that of young Dombey, who was not certain whether it was twenty penny-weights made one ounce, or twenty Romuluses made one Remus.

5. *Give the full work on each question, and do the work on the paper you are going to hand to the examiner.*—The examiner wants to see the method by which you obtained the result much more than the result itself. Even if your final result is wrong, but the method of obtaining it be correct, he will give you credit for what you have done, which he could not do unless he had the whole work before him. Never work on a slate or a slip of paper, and then copy. By this method you lose more than half

your time, and you are far more liable to make mistakes in copying the work than in doing it.

6. *Generally speaking, write the answer to each question on a separate page.*—By doing this you will be able to arrange the questions in order when you have finished. Fasten the sheets together at the left hand upper corner. Do not leave the examination room until the time is up. If you cannot do any more questions, read over what you have done. You may detect and correct mistakes. Do not sit up late the night before examination to *cram*. Study but little during examination week. All that you may learn in this way will do you more harm than good. You will be tempted to write too fully on what you have so recently learned, and your mental vigor will be seriously diminished.

7. *Attend carefully to the style of your answers.*—“Dress does not make the man,” says the old proverb, to which some person adds, “Of course not, but when he is made he looks much better by being dressed up.” Style does not make the answer, but when it is made it certainly “looks much better by being dressed up.” When you find a complicated mathematical question on an examination paper, you may be sure there is some easy method of solution. If you cannot find such solution, leave the question to the last. Examiners set questions to test your knowledge of principles, not your ability to do mere mechanical work.

LANGUAGE IN THE SCHOOLS.*

GEO. *P.* BROWN, ex-Sup't Indianapolis Schools.

IF I were to say that the perpetuation of our republican form of government, the happiness of the coming generation, the condition of their morals, the religious faith of the people, their æsthetic tastes, in short, the principles by which the social and domestic lives of those who are to follow us are to be regulated, will be determined by the principles and methods employed in teaching the English language to the children, if there are any

* A paper read before the Kosciusko County Normal Institute.

here who have had any respect for my opinion upon educational topics, they would declare that I had ridden my hobby so long that I had become insane. *Therefore*, I do not say that, for I have no desire to excite the pity of my friends. But I believe that upon reflection, you will all agree with me in the opinion that the relations of language instruction to human life are of sufficient importance to justify a careful study and criticism of the principles and methods employed in it. You will say this because upon examination into the matter, you will find that in teaching arithmetic and geography, penmanship and drawing, you are furnishing your pupils with the instruments by which they may realize their ideas of life, while it is largely through their reading and their oral and written discourse—*i. e.*, the interchange of thoughts with others—that their ideas of life are formed. How have you come by your present notions of duty? Largely from what you have read. Where did you get your religious faith and convictions? From your reading. What has developed in you your love of country, your patriotism? Your reading. What has given to you your love and appreciation of the beautiful and the good? Your reading. Why do you believe that integrity and virtue are to be preferred to ignorance and vice? This conviction has been developed and matured in you through the influence of the books you have read. Your thoughts of duty, of justice, of love, of home, of business, of country, of God, everything by which your life is determined, have been given to you, or been modified in you by what you have read. The ideas that possess you and have become the guiding principle of your lives have been implanted largely by the literature you have studied.

Again.—You have the power, perhaps, of interesting every one in what you say, of convincing all of the correctness of your opinions, of calling up at the proper moment the thought or illustration that will best enforce your opinion, of being the center of attraction at every social gathering. How did you acquire this? By long practice and study you have learned to talk. The power to talk has made you ready in the use of that fullness, that store, which your reading has afforded, and has begotten new and interesting thoughts of your own.

And again.—If you are methodical and exact in your thoughts and expression, if every proposition is in its proper place and

so defended by other propositions that need no defense, that the whole is complete, conclusive, and impregnable, it is because you have studied and practiced long the art of composition.

From your study of literature, then, you have obtained your material out of which your life and character, your thoughts and feelings, have developed. Through oral and written composition, you have developed the power of giving expression to your life and character so that you have been able to reach out and touch others, imparting to them something of your own virtue and receiving something of virtue from them in return.

Take all of this that I have described out of your life and what is left? Some facts of arithmetic, some knowledge of the location of places upon the earth, some facts of science, but what a poor, miserable, poverty-stricken life it would be. It is a life of all instrument and no material. There is plenty of that with which to do, but nothing to be done. The plane, the saw, the hammer, the trowel, the hod are all prepared and at hand, but there is no brick, or mortar, or lumber, or other material. What sort of a house would that make?

The science of Logic tells me how to arrange my thoughts, but it is literature that gives me the thoughts to arrange. The science of Rhetoric tells me how to embellish my thoughts so as convince and persuade, but my thoughts must come from my reading of books and of men. Arithmetic teaches me how to compute interest, but where do we learn of the principles and laws of trade, of the changing needs or states of society whereby the business of the country is modified? Certainly not from arithmetic.

If, now, my fundamental proposition had been that *literature* forms the chief source from which our ideas of patriotism, of morals, of religion, are derived, and that oral and written discourse are the prime agencies in adapting these ideas to the needs of the individual and of society, and in developing new thoughts for the benefit of humanity, no one would think me insane or foolish. Now, if literature is the source from which the greatest blessing to society springs, it is also the source of some of the direst evils. If there is a literature that exalts, there is also a literature that debases. That which contains a powerful agency for good also contains a powerful agency for evil. Who is to teach the young learner how to select that

which is wholesome and reject that which is noxious? Primarily the teacher. With a large majority of children, the school is much more potent than the family in forming these tastes for reading and habits of thinking that determine the character of the man.

I belong to that class of radicals who believe that it is the business of the school to form character more than to make perfect machines for the multiplication and division of numbers. That a high per cent in honesty and integrity, and in noble thoughts and aspirations, is of infinitely greater importance than 100 per cent in spelling or geography. That the making of men is vastly superior to the making of penmen.

From all this you will conclude that I believe the forming of a taste for good reading to be of vastly more value to the student than anything else he can learn in school, and that the power to communicate his thoughts to others readily and effectively in oral and written discourse is of much more practical value to him and to society than any skill it is possible for him to attain in the combination of numbers. But a taste for good reading must be formed. It is never born, Minerva like, full grown. It must be formed, too, early; for in these days of cheap printing and dime novels, if no effort is made to induce the pupil to enter the clean and wholesome *drawing-room* of literature, he will be quite apt to gravitate towards the stables and the pig-sty.

It must be formed by the teacher, for in a large majority of cases whatever of hint or suggestion the child receives in the selection of his reading and the mastery of its thought, comes from the teacher. The pupil must learn to distinguish the good from the bad by learning to interpret the thought of both. The boy who has mastered the thought of *Thanatopsis* will prefer it to the *Police Gazette*, if his taste is not already perverted. He will prefer it for the same reason that he prefers the odor of the rose to that of the stable. But it is possible for one to live in a stable so long as it smells sweet to him.

Whether the pupil shall develop the power to interpret the thought expressed upon the printed page into thought that is his own, and shall form a taste for good reading as well as acquire the art of communicating his thoughts to others, depends largely

upon the principles and methods pursued by the teacher in his instruction.

Let us stop a moment and take our bearings. It has been shown that a person's thoughts of government, of social and personal obligation, of right and wrong, that his feelings of patriotism, of philanthropy, and of duty in regard to both temporal and external things are derived largely from the literature with which he has become conversant. That his influence for good or evil upon others, and his consequent value to society are determined by his power to give a full and forcible expression to these thoughts in oral and written discourse. That his taste for reading and his power of expression are largely dependent upon the instruction which he receives while young; and that the effectiveness of that instruction is dependent upon the principles and methods employed by the teacher in the department of his work called Language Teaching.

How much does this differ from our first proposition which we were all so ready to pronounce extreme and erratic? That was: That the perpetuation of a republican form of government, the individual happiness of the members of the coming generation, the condition of their morals, their religious faith and æsthetic tastes,—in fact, the principles by which their social and domestic lives are to be controlled, are determined by the principles and the methods by which the English language is taught to the children. That does not look as absurd now as it did when first enunciated. In fact, I believe that it is approximately true, and I believe also that you believe that it is approximately true.

What then is our duty? It is plain. Advance at once the study of English to that place in the curriculum of school instruction that its importance demands. Give it the same study both as to principles and methods that you have been giving to arithmetic, and drop arithmetic to the place heretofore occupied by language. Let the reading lesson from this time forward cease to be the thoughtless mouthing of words not understood, and make it a lesson in interpreting the thoughts on the printed page; in developing the thought of the pupil and in expressing thought with correctness and clearness. Instead of teacher and pupil coming to the reading class with no study or preparation

of the lesson and depending upon the inspiration of the moment for whatever of good may come out of it, let the reading lesson be thoroughly prepared by both teacher and pupil, and more time and study given to its preparation than to that of any other branch taught in the schools. Let every recitation during the day be an exercise in oral or written composition and elocution. It is not enough that a pupil has "grasped the thought." It is not "grasped,"—it is only half his own until he can crystalize it into words. Commence as soon as the child is able to write to train him to give expression to his thoughts in writing. Continue this as a daily exercise through the entire school course, teaching him little by little how to study a subject, how to reason about and to arrange and express forcibly his thoughts. In this way, and in this way only, will we best perform our most important duty to the children. In this way, and in this way principally, will we be able to make intelligent, thoughtful, honorable, conscientious men and women.

Our business is to make men and women by teaching the boys and girls how to make men and women of themselves, and giving them the inclination to do it.

Some of you are now ready to ask, *how* can this be done? What methods can be successfully employed?

The object of his talk has not been so much to present a method in detail as to convince those of you who were not already convinced, of the great importance of a reform in the prevalent methods of instruction in reading, composition, and every other department of English language study.

LEAVES FROM MY MEMORANDUM; OR, OTHER TEACHERS' SCHOOLS.—III.

J. T. SMITH.

September 2.—School opened this morning, and this is the way I commenced my work. Realizing that this was a very eventful day for both teacher and pupils, I "stamped improvement on the wings of time" by being in my school room before any of my scholars. I thank myself for it, and I most assuredly had my reward, for I saved myself the "world of trouble" and

the "confusion worse confounded" that Mr. — says he had, on account of arriving after the pupils had come in, and taken possession of the school house.

One of my teachers wanted me to lock the doors, so that the scholars might be kept outside until school time. But as I wanted mine inside, and did not want a repetition outside of the scene that was enacted at the time our original language was confounded, I concluded to leave the doors open. The children came in and chose their own seats, and as they did so I made my politest bow and their acquaintance as naturally as it was possible for me to do, who had to give away Mrs. Ward's new book on "Sensible Etiquette" before reading it. I did not "put on" much, however, for I long ago realized that children are so constituted as to be able to see through shams; but if they are met in a friendly spirit they will meet you more than half way, and give you both hands.

I have already said that I permitted the pupils to choose their own seats, and I want to say right here, that I shall make no changes, except for very good reasons. I expect to extract some good from associations by making examples.

The hour for opening exercises having arrived, a tap of the bell quieted all. An appropriate and previously selected chapter from Scripture was read without comment, after which the pupils were requested to join in repeating the Lord's Prayer, during which exercise the arms were folded, the head bowed. This done, and while they were still standing, I remarked: "This is the time I usually call my roll, by having each pupil call his or her number. In order that we may know how many of us are here this morning, you will please number by calling 1, 2, 3, etc., until all have numbered," at the same time indicating some one to begin. "Take your seats as you number."

When they were seated, I noticed that all eyes were turned on me, and all were anxiously waiting to see and hear what next might be done. This is an important moment for the teacher. I think my pupils expected a little speech right here, and it may be a very good time for a good one, but it is a very bad time for a poor one, and so, not being very fluent in speech myself, or positively certain that I could make a good one, and not wishing to do anything to-day which I would repent to-morrow, I waived that part of the programme, and went to work by the

rule which says "deeds are better than words; deeds are fruits; words are but leaves." So, realizing most sensibly, as every teacher, under like circumstances, should do, "that constant occupation prevents temptation," I caused to be distributed slips of paper, cut into card size, which I had previously prepared for the purpose. On these cards I directed, from a form which I had written on the blackboard early in the morning, what I wished each pupil to write. Here is a copy of the cards:

Name—Annie Moore.

Age—15 years.

When born—1863.

Father's name—Thomas Moore.

Occupation—Engineer.

Residence—161 Spring street.

I did not begin this work without knowing how to finish it. As soon as all were through writing, I had each pupil arise and read what he or she had written. This gave me an introduction to each individual member of my school, and when the reading was finished, I was able to designate some one by name to take up the cards and place them upon my desk. When this work was completed I said, "I wish to know more of your history," and then briefly told them what I wanted them to write. The school then engaged in writing out the desired information. Having given all ample time in which to do the work, a recess, somewhat longer than usual, was given. This over, and all again assembled in the school room, I had read the short biographical sketches which each had written, calling the names from the cards on my desk. This was, indeed, a very interesting and profitable exercise to both the school and myself,—to myself, because it gave an insight into the character and ability of my pupils. I feel sure that the exercise will prove profitable to any teacher under like circumstances. In order that the readers of these leaves may better understand what I had done, I will here give place to one of these sketches. It is about a mean between the extremes of good and bad:

ANNIE WOLFE.

"I was born in Louisville, Ky., in the year 1864. I lived there until I was nine years old. No, sir, it was not a pleasant place to live. I started to school there when I was six years of

age, and went on for three or four years. They have good schools there, but I had one teacher that I did not like, and I did not learn much with her. We then moved to Evansville, Indiana, where I was put back. Evansville is a nice place to live, and they have good schools, but I do not think the superintendent had any good reason for putting me back. I went to school there for four years, but when we moved to this city I was again put back. I hope we shall not move any more if I have to be put back every time we move. I do not understand how it is that I do not know as much here as in Evansville."

By-the-by, I want to say, right here, that I do not just understand this "putting back" business. It is a standing rule. This is no exceptional case. Pupils going from here to other cities are "put back," and *vice versa*. Let teachers and superintendents think of this, and try to remedy it.

The variety of these exercises was the spice of the reading. They, at the same time, appear appropriate, for the reason that they furnish work for the pupil, thought for the school, and enable the teacher to learn many names and to associate them with the right faces, sooner, perhaps, than any other way. Besides, the school understood that I knew what was to be done beforehand, which is something of prime importance to every teacher on the first day. It is better to make haste slowly and to go around a little than to fall into the ditch. Some teachers are very busy on the first day of school, yet do nothing.

The reading of the exercises noted above having been completed, and the noon hour near at hand, the attention of the school was called to a list of text-books and materials required in the school. The list had been carefully written on the black-board; all were required to copy it, and requested to supply themselves with *every* article, if possible, before returning to school in the afternoon. After some instruction as to the manner of leaving and entering the school room, and seeing that they left as they were told, we left the school room feeling that that we had not been "fishing in an empty pond," and that we could open any school outside of Boston.

At noon I met a teacher who said to me, "I did not get anything done. I had confusion and a row in my school all the morning; it took the most of my time to write notes to parents, telling them what kind of text-books to get. I wish parents

could learn some things." So do I, and I want to whisper to you, Mr. Editor, that some teachers are like some parents—they do not know evreything. But, perhaps, for my sake, you had better not say anything about this.

September 3:—How many there are to write long, continued articles on the theory to be practiced in the school room! How few there are who write what they really practice. And, Mr. Editor, as I intend to deny that I ever wrote these "rough notes," and to defend myself from any reproaches on account of them, will you not say they were written by "Hidden Hand?"

THE ECLIPSE OF JULY 29, 1878.

DANIEL KIRKWOOD, Prof. of Astronomy, State University.

A TOTAL eclipse of the sun is, to the astronomer at least, an event of great importance; affording an opportunity not otherwise presented, for deciding various questions in solar physics. The eclipse of July 29 was very successfully observed at numerous stations along the line of totality, and the preliminary reports of observers have been widely published. We will briefly specify some of the most interesting results.

1. *The Discovery of an Intra-Mercurial Planet.*—It is well known that the researches of Leverrier indicate a greater amount of perturbation in the motion of Mercury than can be accounted for by the influence of the known planets; that such unexplained disturbance has been referred to the action of either a planet or a zone of planetary matter within Mercury's orbit; and, finally, that round spots have been occasionally seen passing rapidly, like interior planets, across the sun's disk. The existence, however, of an intra-Mercurial planet was still regarded as doubtful by many astronomers until the body was simultaneously observed by Professor James C. Watson and Mr. Swift during the total eclipse of July 29. The brightness of this new member of the system was estimated by the former as about equal to that of a $7\frac{1}{2}$ magnitude star; by the latter, as somewhat less. For the elements of its orbit and the determi-

nation of its true magnitude, we must await further observations.

2. *The Corona.*—The observations of Profs. Draper, Barker, and Morton are regarded as definitely determining the true nature of the corona. It is not an incandescent gas, but a meteoric stream revolving about the sun and rendered visible in perihelion by reflecting the intense light received from the central luminary.

3. *The connection between the sun's Activity and the meteorological condition of our Atmosphere.*—The observations of the eclipse of July 29, indicate a mutual relation between the solar and terrestrial atmospheres. "The corona," remarks Mr. Lockyer, "was much less brilliant than usual. Those who have observed the greatest number of eclipses are strongest on this point. The contrast, perhaps, is most striking between this eclipse and that of 1871, observed in India. Now that this fact is recognized, the naturalness of it is apparent to everybody. We know that the sun's activity and the various meteorological and magnetical conditions on our own earth, which depend upon or are connected with it, wax and wane every eleven years or so. This is termed the sun-spot period. Thus the sun was very active in 1881, and it will be again very active in 1882. It is very sluggish now, and it will be sluggish again in 1889. In 1871 we had many spots, many prominences, many magnetic storms and auroras, heavy rainfall, and, let me add, no famines to speak of. Associated with these we had a large corona. This year there are no spots, the prominences are rare, the magnets were never so quiet, there are no auroras, and we are passing through a famine period. Associated with these we find a small corona. Hence it is that the astronomers agree that this year another connecting link has been added to the chain which binds together the solar changes."

4. The serrations known as Baily's beads remained visible, according to Mr. Colbert, for two and a half seconds, indicating that the mountains around the moon's disk are one and a half miles high.

Dost thou love life? Then squander not time, for that is the stuff life is made of.

A FRAGMENT OF THE INSIDE HISTORY OF THE CONSTITUTIONAL CONVENTION.

JOHN I. MORRISON.

NEARLY thirty years have elapsed since the Convention met that formed the present constitution of the State of Indiana.

Of the one hundred and fifty delegates who composed that body, but a mere remnant has been spared to the present hour. To notice the many reforms grafted into the policy of the State by the new constitution, is not proposed at present. This may be done at another time. All that will be attempted now, is to refer, briefly to some of the provisions in Article VIII, entitled EDUCATION, and to give a little of its inside and unpublished history, as it was moulded by the Committee on Education, before it was reported to the Convention, and adopted as a part of the new constitution.

The standing Committee on Education, selected by the president chiefly on account of their well-known sentiments in favor of free schools and liberal education, was announced in the following order: Messrs. Morrison, of Washington, Bryant, May, Hitt, Foster, Stevenson, Nofsinger, Milligan, and Blythe.

This committee went to work immediately, elected Col. James R. M. Bryant, of Warren, secretary, and resolved to hold stated meetings weekly, daily, when necessary; to compare views, collect information, and take action upon all subjects of special reference by the convention. Without exaggeration it may be added that every member was fully impressed with a deep sense of the heavy responsibility that rested upon him; and long and earnest were the conflicts, before the general principles were settled, which should be embodied in the final report of the committee. Indeed, the first section of the article, which in the main was copied from the old constitution, gave rise to many warm and exciting discussions. A close comparison, however, will reveal differences vitally important to the success and efficiency of the whole scheme. By the new constitution, a general and uniform system of common schools is established, wherein tuition shall be without charge and equally open to all.

Under the old constitution all was chaos and uncertainty; and the legislature was authorized to act "as soon as circumstances will permit." By the new, every provision is mandatory. The system cannot remain inert, it must be in active operation; it must have motion; it must move everywhere and at all times; and it must be uniform. While every word in this first section was submitted to the severest scrutiny, there was none that was canvassed with more care and diligence than the word "uniform." One member of the committee contended, with great zeal and pertinacity, that "equitable" was the proper word; but a wiser and better judgment preponderated, and this term was allowed to stand.

The second section, which particularizes what the principal of the Common School Fund shall consist of, was adopted in committee after much labor and painstaking, especially the clause which makes the fund to be derived from the sale of county seminaries and the fines assessed for breaches of the penal laws of the state, and all forfeitures that may accrue, a part of the principal of the common school fund. It was earnestly contended that all moneys arising from such sources should be regarded as so much annual income, and be applied as fast as it accrued to defray the current expenses of tuition. But a majority of the committee would entertain no proposition which did not contemplate a constant addition to the principal of the fund—an ever swelling tide—to such an extent as would, within a limited time, produce an income amply sufficient, without any supplement from taxation, to educate every child, of suitable age, in the state.

This point being settled, the way was opened for the adoption of the third section without much debate, with the exception of a little sharp criticism on the redundancy of the phrase "to no other purpose whatever," in the second clause, which reads as follows: "and the income thereof shall be inviolably appropriated to the support of common schools, and to no other purpose whatever." Although the retention of this phrase was said to be in deference to the wishes of the chairman, yet, in the light of experience, its necessity has been fully vindicated; and it is believed that no true friend of common schools can be found, at the present day, so hypercritical as to extract, if he could, this clincher from the constitution.

The sixth section, which held the several counties liable for so much of the fund as may be entrusted to them, and for the payment of the annual interest thereon, met with very formidable opposition, when first suggested in the committee; but when it was shown that this section was an exact copy of the law already upon the statute books, all opposition was withdrawn. This section has done its full share in preserving the integrity of the principal, and securing the payment in full of all the accruing interest.

For the seventh section which makes all trust funds remain inviolate, the state is indebted to the late Hon. John Pettit,—a member of the committee, but one of the ablest delegates of the Convention.

For the eighth section which provides for the election of a State Superintendent of Public Instruction, the chairman of the committee must alone be held responsible. By a majority vote in committee this section was stricken out from the final report. The potent argument used to defeat the measure, was the creation of an additional State officer, and the consequent expense of maintaining such an office.

The news of the decision of the committee in rejecting the section was received with very great alarm by its friends on the floor of the convention. It was regarded as a fatal blow against the State's undertaking to educate the children of the State. Without a sentinel to guard the public funds from pillage and misappropriation, as well as a head to guide the general system and mould it into proper form, it was believed that the whole system would soon become a wreck; as certainly as the richly laden vessel, when deprived of a captain, to keep its reckoning and control its helm. In the midst of general despondency, the chairman, having found a few sympathizing friends who proffered their support, determined to submit the rejection to the tender mercies of the convention. To his great relief, after a somewhat stormy debate, the additional section was adopted, and was ordered to be engrossed by a vote of 78 to 50.

To satisfy any regrets that the term of office was not made four years instead of two, it may suffice to add that the aid referred to was promised on the express condition that the term of office should be limited to two years.

EDITORIAL.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

As the State Superintendent has been too busy this month to prepare the Official as usual, it is omitted. It will appear regularly hereafter.

Mrs. Why will people persist in mis-pronouncing "Mrs." It seems to be the rule to mis-pronounce it even among teachers. Remember that the proper pronunciation is *missus* and not *mistress*.

TOWNSHIP LIBRARIES.

The teacher who fails to inspire in his pupils a desire to read, and neglects to direct them in what to read and how to read, fails in one of his highest duties. When a teacher has created in a child a love for books and has taught him how to use them properly, he has done much toward guarding that child against bad associations and bad habits, and much toward making him an upright, intelligent citizen.

Public libraries are great benefactors to the community in which they are located, and if teachers would examine the law on the subject and go to work in the right way they might, in a few years, be multiplied many fold in this state.

A good "reference" school library is within the reach of every teacher who will *work* for it. Public libraries and reference libraries are comparatively scarce, but a township library already exists in every township in the state. While these are very much neglected, and in many instances nearly lost, in most of them may still be found many good books. Because these books are old they have been allowed to fall into disuse; but most of them are standard works, and "*just as good as new*." We insist that teachers shall go to these libraries, learn what books are in them, and then not only use them themselves, but encourage their pupils to do the same—encourage them not in a *general* way, but in a definite, practical way. Do not say "I would like to have every boy and girl in school go to the library and get some good book to read. Every one ought to have some profitable way in which to employ these long winter evenings; and if you will spend all your leisure time in

reading some good book you will be surprised to find how much you have learned when spring comes." Do not say this or anything like it, but something like the following: "John, I would like to have you write your next composition on Peter the Great; you will find his life in the library. James, you may take for your subject 'Alexander the Great.' You will find his life in the library, and you can also find an account of him in the second volume of Rollin's Ancient History. Mary may take for her subject 'The Hanging Gardens of Babylon,' and Jane may take the 'Pyramids of Egypt.' You can both find something on your subjects in the first volume of Rollin's History. Joseph, you may read 'Ivanhoe,' and tell us about it."

Some such suggestions as these will give direction and point to the reading and make it most profitable, and in this way these unused libraries may be made a source of great good.

The next legislature ought, by all means, to empower townships trustees to levy a light tax, say one or two cents on the hundred dollars, for the purpose of adding to these libraries. A few new books added each year would have the effect to keep up the interest, and render all the books more attractive. An old piece of goods placed with a new stock is frequently the first chosen.
Teach the children to read.

BISHOP TALBOT *vs.* THE PUBLIC SCHOOLS.

In an address recently made by Bishop Talbot, Episcopal bishop for Indiana, upon the occasion of the opening of St. Anna's School in Indianapolis, among other criticisms upon the public schools, he charged that they utterly failed to develop the child's moral nature. We regretted to hear Bishop Talbot make such a statement, for it was proof that he was either a religious bigot or that he did not know what he was talking about. When he says that the great mass of the teachers of the land aim simply to "cram the mind with dates and facts," and neglect the child's higher nature, he either ignorantly or maliciously utters a vile slander. The writer has spent most of his time, since the first of August, in visiting teachers' county institutes, reaching from one to four each week, and he cannot recall one in which it was not urged upon teachers that their chief duty is to develop the moral character of the child—that grammar, geography, etc., are simply a means to an end, and that that end is character. The State Superintendent preaches this doctrine wherever he goes; and to the writer's certain knowledge every State Superintendent back for seventeen years has urged the same idea. This Journal never loses an opportunity to impress upon its readers that the child's nature is threefold—physical, mental, moral, and that the greatest of these is the *moral*. The school journals of the country, generally, take the same view, and the leading educators of the country, with perhaps a few exceptions, join the journals in promulgating this sentiment. The great body of teachers fall in with the same thought and are doing all they can to realize their high ideals. In the face of this almost universal sentiment among teachers,

Bishop Talbot is inexcusable for uttering the sentiment he did: if he did it ignorantly, his ignorance is inexcusable.

If the Bishop wishes to say that religious dogma and sectarianism should be taught in school, and the public schools do not teach either, he has a right to his opinion and his statement will be true. The public schools have nothing to do with partisan politics or partisan religion. That the catechism is excluded from a school does not argue at all that the moral nature of the children is being neglected, or that the school is a "Godless" one. It is divined that just here is where the Bishop makes his mistake; he confounds religious dogmas with the development of moral character, and makes the latter depend upon the former, whereas they are entirely distinct.

It is to be regretted that a man in the Bishop's position should be called upon to misrepresent and berate other schools in order to build up his own, when his own, if it is such a school as he hopes to make it, should find plenty of work and patronage in supplementing the public schools. If St. Anna's school is a good one, it should be liberally supported, and doubtless will be.

The purpose of this article is not to find fault with church schools or what they teach, nor to unjustly criticise the views of Bishop Talbot, but to vindicate the public schools from what is believed to be a base slander.

TEACHING LANGUAGE.

No greater misconception exists in the minds of teachers than that children will learn to use language correctly by committing to memory rules and definitions, and by learning to "analyze" and "parse" correctly. The *theory* is that children learn language in this way: the *fact* is they do no such thing. As a rule, we neither talk nor write by rule.

The study of grammar as a science, when pursued in a proper way, is an excellent mental discipline, and has its place and its value in language-study, but it contributes very little towards the proper *use* of language. If they acquire bad habits, these can only be corrected by *drill* in the correct forms. The fact that many correct grammarians make frequent mistakes when speaking extemporaneously, is sufficient proof of this statement. Every lesson from the first day in the primary school to the end of school life should in some degree be a language lesson. The teacher should use any exercise and every exercise to teach children to express themselves correctly. A child will correct a bad habit in speech much more readily at six than at sixteen. When a child mispronounces a word or makes an awkward statement, it is a waste of time to point out the mistake, unless the child is required *to make the correction himself*. If half the time now spent in analyzing and parsing should be spent in teaching children to *express* themselves correctly—in *saying* just what is in the mind, and not in making statements about it, the beneficial results would be vastly greater than at present. For example: Instead of spending all the time in parsing and analyzing correct sentences, suggest such as the following, and require the boys and the girls to correct or make

clear, and give reasons: "A young woman died in my neighborhood, yesterday, while I was preaching in a beastly state of intoxication." "I saw a man digging with a Roman nose." "Wanted—A room by two gentlemen thirty feet long and twenty feet wide." "A wealthy gentleman will adopt a little boy with a small family." "The hotel will be kept by the widow of the former landlord, Mr. Brown, who died last summer on a new and improved plan." "That is the man where I board." After the technicalities of grammar have been mastered, it is doubtless a profitable exercise to analyze and parse such a poem as "Pope's Essay on Man," or "Thompson's Seasons," but it would be vastly more profitable to analyze the thought of the author, and translate it into good English prose.

IS CORPORAL PUNISHMENT LEGAL?

As teachers are frequently prosecuted and fined the question is often asked, "Is a teacher justifiable, under the law, in inflicting corporal punishment under any circumstances?" The courts have repeatedly decided that they *have*, provided it is done in the proper manner. The teacher takes the place of the parent for the time being, and may do whatever the parent may do towards controlling the conduct of children.

Judge Gregory, of Lafayette, recently decided, in the Circuit Court, "that a parent, striking a child in anger, commits assault and battery."

In the case of *Cooper vs. McJunkins*, 4 Ind. p. 290, Judge Stuart, in giving the opinion of the court, said: "Teachers should, therefore, understand that whenever correction is administered in anger or insolence, or in any other manner than in moderation and kindness, accompanied with that affectionate moral suasion so eminently due from one placed by the law in 'loco parentis'—*in the place of the parent*—the court must consider them guilty of assault and battery. In this case the parent and teacher are placed in the same position as regards this question."

ECONOMICAL COMMISSIONERS.

There are still a few Boards of Commissioners in the state who are so economical that they refuse to furnish their county superintendents offices, stationery, to pay for necessary printing, or to do anything for them except to allow their bare *per diem*, and that the law happily puts beyond the commissioners' control. Other county officers are furnished offices and stationery without stint, while their perquisites make their yearly incomes in all cases large, and in some cases enormous. In Marion county the sheriff's office is said to be worth \$50,000 per year. The superintendents, in some counties,

are compelled to keep their offices in their hats, or pay the rent for them out of their already too meagre salaries.

The office of School Superintendent is the most important one, to the people, in the county, and it requires more education and ability to fill it properly than to fill any other county office, and yet it is the most poorly paid.

These commissioners justify their tight-fisted course on the ground that the law says that the superintendent shall be entitled to no "perquisites." They seem to forget or ignore the fact that "perquisite" means something "in lieu of or added to a salary," and that the State Superintendent and one of the best law firms in the state have decided that "*necessary expenses in the line of prescribed duties are not perquisites.*"

Money paid for these purposes need not necessarily go through the superintendent's hands, and if his salary is not increased thereby, by what hook or crook could it be denominated a perquisite?

We are glad to state that the commissioners in most of the counties take broader views of their duties, and hold in higher regard the educational interests of their counties.

GRADING COUNTRY SCHOOLS.

In most of the counties of this state the grading of country schools is a demonstrated fact. In a very few counties the attempt to grade is being made, this year, for the first time. We know of no county in which the superintendent has gone to work in earnest, and had the support of the teachers, where the grading has not been worked up to a very satisfactory condition by the third year—it is a matter that cannot be forced at once without doing great injustice to many of the more advanced scholars. Wherever this grading has been done, great benefits appear. It materially lessens the teacher's work by enabling him to better classify his school, and it saves time to the pupils by reducing their work to a system, so that one teacher is not continually undoing what his predecessor had done, and by providing each one with a full list of studies. A pupil cannot, as of old, pursue one or two branches of study and ignore others, but must take the full work of his *grade*, unless for good reasons assigned.

Further: When the County Board has prescribed a "Course of Study," and the superintendent has ordered its use, the teacher is relieved from a vast deal of personal responsibility, and can say with effect to a parent who does not wish his boy to study *grammar* because "it will be of no use to him," the Board and superintendent have arranged what they thought was the best, and I have no authority to change it. The practicability and the wisdom of grading the district schools are not doubted by any one who *knows* anything practically about the matter. In the few counties in which this grading has not yet been completed, let the teachers join heartily in the work, and the good results will in due time appear and be acknowledged by all.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR AUGUST, 1878.

WRITING—*Specimen of Penmanship.*

"The electric telegraph, which was invented by Prof. Morse, an American, has greatly facilitated business by bringing all parts of the world into communication. 50.

1. Give three letters which should be each one space high; two letters one and one-fourth spaces high; two letters two spaces high; one letter one and one half spaces below the base line; and two letters that are five spaces in length. 10 pts., 1 each.

2. In teaching penmanship would you take up the letters alphabetically, or as classified without reference to form? 10.

3. Upon what does the slant of connecting lines depend in all writing? 2 pts., 5 each.

4. Write five letters and exemplify two different kinds of shading. 5 pts., 2 each.

5. Space properly, by ruled lines, the distance between two of the ruled lines of your paper. Write upon the middle line the word "*friendship*," giving to each letter the required number of spaces. 10 pts., 1 each.

NOTE.—The applicant should be required to copy the specimen of penmanship in ink. It should then be marked upon from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

READING.

The boys of Iceland must be content with very few acquaintances or playmates. The valleys which produce grass enough for the farmer's ponies, cattle and sheep, are generally scattered widely apart, divided by ridges of lava so hard and cold that only a few wild flowers succeed in growing in their cracks and hollows. *St. Nicholas for January, '76.*

(a) What information should be given children about Iceland, before reading this selection?

(b) What information should they get for themselves?

(c) How will you lead children to see clearly why the children in Iceland must have few playmates?

(d) What words in this lesson will require special drill in pronunciation? Why?

(e) Why take such a selection as this for a reading lesson? 5 pts., 4 each.

ARITHMETIC.—1. Define a decimal fraction; a prime number.

2 pts., 5 each.

2. How many feet in .012 of a mile? Proc. 5; ans. 5.

3. In division of decimals why do you point off as many places in the quotient as the number in the dividend exceed the number in the divisor?

10.

4. Bought stock at 5 per cent discount and sold it 4 per cent premium, and gained \$750. What was the amount of stock sold? Proc. 5; ans. 5.

5. How do you find the interest of any sum of money for years, months, and days at 8 per cent? State in full. 10.

6. What number divided by 3-5 will give a quotient of 25?

Proc. 5; ans. 5.

7. A wishes to obtain from a bank \$1,000, on 90 days time, at 10 per cent interest. For what sum must he give his note? Proc. 7; ans. 3.

8. An estate of \$9,600 is to be divided between two children in proportion to their ages, which are 8 years and 11 years respectively. How much will each receive? Perform by analysis and by proportion. 2 pts., 5 each.

9. How can you find one of the three equal factors of a number? 10.

10. A and B can do a piece of work in 12 days. B and C in 9 days, and A and C in 6 days. How long will it take each to do it? 10.

GEOGRAPHY.—1. What two great river systems drain the Pacific Slope?

a=5; b=5.

2. Describe the river Danube, and name the three principal countries through which it flows. 4 pts., 2½ each.

3. Name five principal productions of the Eastern States. 5 pts., 2 each.

4. Name the two countries which have the most extended dominions in the world. 2 pts., 5 each.

5. Name five rivers that flow into the waters north of Europe.

5 pts., 2 each.

6. In what States and Territories do the Rocky Mountains lie?

5 pts., 2 each.

7. What city lies immediately on the Equator?

10.

8. What relation do volcanoes bear to oceans? Near what ocean do most of them lie? 2 pts., 5 each.

9. Name the three large river courses in Indiana.

3 pts. Take off 4 for each pt. omitted.

10. Of what five nationalities, chiefly, are the inhabitants of Indiana?

5 pts., 2 each.

GRAMMAR.—1. What do you mean when you say that a given expression is ungrammatical? 10.

2. (a) Into how many classes are verbs divided?
(b) Name them, and give example of each class. $a=5; b=15$.
3. Give the rules for the formation of the possessive case of nouns. 10.
4. Write a sentence with a compound subject and an unmodified predicate.
2 pts., 5 each.
5. Write the possessive case, plural, of *I, thou, he, this man, that boy*.
5 pts., 2 each.
6. Why should we write "*such a one*," instead of "*such an one*?" 10.
7. Designate the subject, the predicate, and the modifiers of each, in this sentence: "A history, in which every particular incident may be true, may on the whole be false." 10.
8. Parse all the words in this sentence: "*Handsome is that handsome does.*" 5 pts., 2 each.
9. (a) Write two rules for the use of *parenthetical marks*.
(b) Give sentences in illustration. $a=5; b=5$.
10. Correct the following sentence, and give reasons for the corrections:
"It was not him who I spoke to about you?" 10.

HISTORY.—1. What European nations founded colonies within the present limits of the United States? 20.

2. What changes of territorial boundaries in the United States were made by the "Treaty of Paris," in 1763? 20.
3. (a) What was the purpose of the "Emancipation Proclamation."
(b) When and by whom was it made? $a=15; b=5$.
4. What were the objects of the European colonists in settling in this country? 20.
5. What are meant by the so-called "Alabama Claims?" 20.

PHYSIOLOGY.—1. (a) What are the tendons? (b) What their use?

- $a=5; b=5$.
2. What time is required for all the blood in the body to pass through the heart? 10.
3. Suppose the brachial artery of one of your pupils were cut, what measures would you use to save life? 10.
4. What gases compose pure air? 2 pts., 5 each.
5. What does the blood take up from the inspired air? 10.
6. Name the coats of the eye. 3 pts., 4, 3, 3.
7. Upon what nerve does the sense of sight depend? 10.
8. When the blood is forced into the aorta what prevents its return, as dilation of the ventricle takes place? 10.
9. What causes the pulse? 10.
10. Name the bones of the left lower extremity.
6 pts. Take off 2 for each pt. omitted.

THEORY AND PRACTICE.—1. Why should the teacher make daily preparation for conducting recitations? 20.

2. What should such preparation include? 20.

3. When may a text-book be properly used in conducting a recitation? 20.
4. (a) Should a teacher ever make use of the questions in a text-book in conducting recitations?
(b) Give reasons for your answer. a=10; b=10.
5. Give two or more suggestions or directions respecting the arrangement of lessons. 20.

INSTITUTES.

The following are the notices of all the Institutes, so far as reported. We shall be glad to make a short, permanent record of each Institute held, if superintendents, or secretaries, will favor us with the facts.

FAYETTE COUNTY.—The Teachers' Institute was held at Connersville, August 26. To make our institutes strictly first class, our teachers have organized themselves into an association known as the Fayette County Teachers' Association. It invested the executive committee with the power to levy on each of its members, at our regular county institutes, a sum, not to exceed one dollar, for the purpose of employing a suitable number of first class instructors. The committee secured the services of some of our best educational talent, of which were State Sup't Smart, Presidents White and Moss, well known to all; president John, of Moore's Hill College; S. S. Hamill, the elocutionist; A. R. Benton, of Butler University; — McFarlan, of the Agricultural College at Columbus, Ohio; and the venerable Elijah A. Burns, author of Burns's Grammar. Besides these three of our normal teachers, Dr. R. T. Brown, of Indianapolis, W. E. Lucas, of Cornell, Mrs. M. Thrasher, formerly of the Milton high school, and some of our home talent, gave instruction. One commendable feature of the institute was the night lectures. These continued for three evenings of the week, one evening being occupied by Prof. Hamill's readings. The work done in the institute was thorough, instructive, and practical. It was the general verdict that we had the best institute ever held in the county. County Sup't J. S. Gamble, deserves much credit. The enrollment exceeded seventy-five, and many were present who did not enroll. * *

JACKSON COUNTY.—The Institute was called to order by the county sup't, A. J. McCune. The principal instructor for the week was J. P. Patterson, who devoted himself to Elementary Science, Physics, Chemistry, and Natural History, and who, during the week, presented for the consideration the teachers 500 experiments and specimens. A little sheet, called "The Institute Daily," was published, which, containing as it does a synopsis of the work done in the Institute, will be a valuable note book, which the teacher can consult during his year's work. In this paper we find Prof. Patterson's experiments tabulated and put in such a form that a teacher who witnessed the experiments need have little trouble in reproducing them.

NOBLE COUNTY.—The County Teachers' Institute convened at Albion, Sept. 16. Number of teachers attending, 130. The following lecturers and institute workers were present during the week: Hon. Jas. H. Smart; Prof. B. C. Burt, late Professor of English Literature and Elocution in the State Normal School; Pleasant Bond, of Indianapolis; W. S. Smith, of Marion county; Mrs. L. E. Goodwin and G. P. Glenn and wife, of Kendallville; D. D. Luke, M. C. Skinner, and W. F. Yocum, President of the Ft. Wayne College. On Tuesday evening there was a lecture by State Superintendent Smart,—subject, "A Tramp in Europe." On Wednesday evening, one by Prof. Bond,—subject, "The Historical Development of Astronomy and of the Solar System." On Thursday evening, one by Prof. Yocum,—subject, "The Moon." The work of the institute comprised lectures, talks, and discussions, on the most practical subjects. The plan of the work was adopted with especial reference to the needs and wants of the schools of this county, less stress being placed upon imparting instruction in the eight common school branches, or the peculiar methods of instruction applicable to each (which cannot be learned in five days), and more on the practical affairs of school administration and school management. The session was both pleasant and profitable. Sup't Smart's lecture to the teachers on Wednesday was specially valuable. He ably pointed out the two leading characteristics of the work of the practical and successful teacher: 1. To teach the pupils how to study; 2, to inspire in the pupils a love of learning. Every word of the lecture was full of instruction and interest to the active and zealous teacher.

WATTS P. DENNY, Sec'y.

H. G. ZIMMERMAN, Sup't.

HOWARD COUNTY.—The annual convention of teachers met at the high school building in Kokomo, Monday morning, Sept. 3, with an attendance much larger than ever before. The total enrollment was 138, 64 of whom were ladies and 74 gentlemen; 115 are resident teachers of Howard county. During the opening exercises, there was a lively time about the election of officers. The following were elected: John W. Barnes, President; H. G. Woody, Vice-President; Miss Josie Holton, Secretary; C. C. Shirley, Assistant Secretary; Abraham Cosand, Treasurer. On Tuesday afternoon, a most entertaining lecture of an hour's length was given by James H. Smart, State Superintendent of Public Instruction. His topic was "Europe," and his lecture showed that his recent trip to that country was one of observation. In the evening, W. A. Bell, of Indianapolis, lectured on the subject of "The Darwinian Theory, as applied to Education." The address was well received, full of new thoughts, and was delivered in that entertaining manner so characteristic of Mr. Bell. After the lecture there was a pleasant social of the teachers in the chapel of the high school. A lecture was also given by Prof. Harrison on Wednesday evening, which was listened to with close attention. One of the most interesting features of the institute was the query-box, in which were deposited during the day such questions as teachers pleased to ask, upon varied topics. The box was opened, and the queries read and answered just before the exercises closed in the afternoon. The institute closed Friday evening with a grand reunion. •

POSEY COUNTY.—The Posey county teachers spent six weeks in institute work during July and August. A Normal Institute was organized at New Harmony, July 9, and continued in session five weeks, enrolling 80 teachers. S. S. Parr and Mary O. Andrews, of the State Normal were the instructors, the general management of the institute being under the control of the county superintendent. The work done was thorough and practical. The annual county institute was held at Mt. Vernon, August 12 to 16; 92 teachers were enrolled, and about 50 visitors. Mr. Parr and Miss Andrews were the principal instructors. Some of the leading teachers of the county also participated in the work. Sup'ts Bloss, of Evansville, and Stilwell, of Gibson co., were present and did some valuable work. Prof. Bloss also delivered two interesting and instructive lectures. All present concurred in saying we had a good institute—the best ever held in the county. JAS. W. FRENCH.

BENTON COUNTY.—Report of the Benton County Normal School, held at Fowler, Ind., beginning July 22 and closing August 23. Number of pupils enrolled, males 35, females 25; total, 60; average daily attendance about 40. C. E. Whitton and S. L. McCreight were the instructors. The annual teachers' institute convened in the court house at Fowler, August 26. The whole number enrolled was about 120. Considerable interest was manifested. The institute, upon the whole, was a very successful one. The principal instructors were Profs. W. J. Cook, of Morris, Ill.; S. L. McCreight, of Lafayette, Ind.; and B. F. Johnson, of Oxford, Ind. * *

CLINTON COUNTY.—The Clinton County Institute convened at Frankfort, Sept. 2. First day's enrollment, 84; average daily attendance about 94. Instructors from abroad were Pleasant Bond, Jas. H. Smart, and W. A. Bell. Each delivered an evening lecture. Home talent, R. G. Boone, Miss Zua Hoyt, and Miss McCulloch. The work and lectures during the session were attractive and interesting to all who appreciate educational matters. One social, Sept. 3. It was preceded by James H. Smart's lecture. All present, both old and young, seemed to enjoy the occasion. The institute closed with a resolution of thanks to the instructors for their profitable work in the institute. C. S. BRUMBAUGH, DORA E. KEMPF, Secretaries.

PORTER COUNTY.—The Porter County Institute met, this year, in the high school building at Valparaiso, a little later than usual, from Sept. 9 to 13. It was ably organized and managed by Sup't Shunabarger, who had the gratification of seeing one of the largest and finest institutes ever gathered in the county, the total enrollment mounting up to 125. State Sup't Smart was present one day, and lectured on school government and the school laws, etc. J. M. Olcott attended for two days, and lectured on one evening. Mr. and Mrs. Ford, of Kalamazoo, Mich., were present and gave instruction through the entire session, both lecturing on one evening, and giving a public reading on another. Instruction was also given by Principal Brown, Prof. Yohn, and Miss Baldwin, of the Northern Indiana Normal School; Sup't Banta and Prof. McFetrich, of the city schools; Father O'Riley, of Valparaiso; U. M. Green, J. H. Skinner, and others. H. A. FORD.

RUSH COUNTY.—Institute convened Sept. 2, 1:30 P. M.² Teachers enrolled, 69; visitors, 17; trustees, 5. Prominent among visitors were the county commissioners, and the superintendents of Hancock and Fayette counties. The instruction was given by home teachers and Profs. D. E. Hunter and J. C. Ridge, of Cincinnati. These last did us most excellent work. Those who failed to attend lost instruction which would have been to them invaluable. Indifference to these provisions of the school system is painful, but those who neglect them are the losers.

J. B. BLOUNT.

CRAWFORD COUNTY.—The Teachers' Institute of Crawford county convened at Marengo, August 19. The opening showed an enrollment larger than had been made for a number of years, having at the close 82. The interest manifested by the teachers was good, and the prospect for a good year's work is encouraging. The resolutions passed are all progressive in sentiment and show that we are not by any means in the rear. The County Board of Education met Sept. 2, at this place, and passed some very important resolutions.

J. W. C. SPRINGSTUN, Sup't.

MARTIN COUNTY.—The institute in Martin county convened August 19, Sup't McGuyer presiding. The teachers employed were mostly those from Martin county, but the work presented was practical and interesting. An evening meeting was devoted to the experiences of teachers, a regular "Teacher's Class Meeting." Some of them departed from their experiences, and began to exhort at a lively rate.

RIPLEY COUNTY.—The past session of the Ripley County Teachers' Institute convened at Versailles, August 19, and closed after a week of as interesting work as has been performed in the county since institutes were organized. The work was conducted by home teachers, with the exception of Prof. Thomas Harrison, of Kokomo, who gave some very interesting lessons upon Physiology and Grammar each day, and a lecture upon Geology. On Monday and Wednesday evenings Prof. Harrison gave lectures upon the duties appertaining to teachers' work. On Tuesday evening Sup't Smart gave us a talk upon his "Tour through Europe," which was "rich, rare, and racy." On Thursday evening J. M. Olcott gave a lecture on Practical Education, which was full of good points. Special resolutions were passed upon the death of two of our county teachers, Mr. Harvey Wooley and Miss Annie Wyatt. In a social way, the institute excelled any previous one, and much of it is due to our "live" superintendent. Total number enrolled, 121.

R. LAMB, Secretary.

OWEN COUNTY.—Our institute convened, August 26, at Spencer. Whole number enrolled, 128; average attendance, 85. Our lecturers from abroad were J. A. Beattie, of Bedford, who gave us one day's work in the institute and an evening lecture on "The Teacher's Need and Means of Culture;" Sup't Smart, who followed him in ten minutes "exhortation" to teachers, urging them to daily improvement in their profession; Bruce Carr, of Bedford, who gave us a "sample" of his method of teaching United States History; Samuel Lilly, of Gosport (who doesn't want to be called "Profes-

sor"), who gave methods of teaching composition and penmanship, and talks on Theory and Practice; J. A. Ramsey, of Ellettsville, whose lectures on School Government were excellent; Mr. Eagle, of Union City, who addressed the institute on the subject of Reading, and Miss Ella Shearer, of Indianapolis, who gave an explanation of Grube's method of teaching numbers, showing what can be accomplished in this with children who are able to count twenty. And now "Let the lower lights be burning." Owen county need not be ashamed of her home workers. Of these the following are worthy of mention: F. R. Nugent, on the Constitution of the United States; O. P. McAuley, on Analysis in Grammar; — Chillson, on Physiology; H. R. Fiscus, on Orthoepey and Physical Geography; Albert Weatherly, on Botany, and Joel Dillon, on School Government, Examinations, etc. F. B. Gillespie also added to the interest of the meeting by giving some brief talks on the subject of Vocal Music. A paper, called the "Daily Institute Record," was published during the term, and contained copious notes of the proceedings. The meeting was an interesting and profitable one. R. C. KING, Pres.

ANNIE E. H. LEMON, Secretary.

UNION COUNTY.—The Union County Teachers' Institute convened at Liberty, August 26, Sup't Crist presiding. Our superintendent had secured the services of some of the best instructors in Ohio and Indiana. Prof. E. A. Burns was with us three days, and presented the subject of Grammar. R. W. McFarland, of Columbus, Ohio, was with us four days. On Wednesday evening he gave a lecture on Astronomy. On Monday evening Prof. Hamill gave an Elocutionary entertainment. On Tuesday Dr. R. T. Brown gave instruction in Physiology and Physical Geography, and in the evening lectured on "How to Grow Old Gracefully." On Thursday evening Dr. Lemuel Moss gave a lecture on "The Relation of Education to the Public Welfare." On Friday evening Pres. E. E. White gave a lecture on "The Elements of Governing Power." The instruction given during the week was of such type as merited the careful and studious attention of those present. Many visitors were present from day to day. Much praise is due Mr. Crist for the able manner in which he has discharged the duties of the office of county superintendent. Before the close of the week every teacher in the county was present. The Union County Normal, which was in session the four weeks preceding the institute, was a success. HENRY McGRATH, Sec

DUBOIS COUNTY.—The Dubois County Teachers' Institute met at Jasper, August 26, E. B. Brundick, county superintendent, in the chair. Enrolled 105 members. Classes were drilled in the various branches, and the home teachers, that principally conducted the exercises, were, G. C. Cooper, C. E. Clarke, L. G. Smith, and A. M. Sweeney. Prof. W. P. Pinkham was with us and did some very superior work. His opening address on the "Philosophy of the Mind," was a grand affair. His great object was vividly portrayed in well chosen words, that, searching for the capacity and susceptibility of the mind, and the way by which impressions may be most easily made and permanently fixed on this wonderful, God-given parchment, is his greatest desire.

He conducted several classes and delivered two lectures, one on "The difference between Education and Knowledge; the other, "The Gradation of the Country Schools." Both drew large audiences, were well timed and well received. A Teachers' Association of 54 members was started, which bids fair to be a success in every particular. This was the largest institute ever held in the county, for which we may thank the ceaseless efforts of our superintendent. Average attendance 100 per cent.

A. M. SWEENEY, Sec'y.

SCOTT COUNTY.—This Institute was held during the last week of August, and in number of teachers present, amount and importance of work done, and degree of interested manifested, surpassed any meeting of the kind previously held in this county. Prof. Chrisler, of Bedford College, was present the entire week, and gave to Sup't McCargar valuable assistance in the explanation and introduction of his system of gradation. Prof. Laird, of Laporte county, was also present several days, and gave valuable assistance. The number of teachers enrolled was 112; average attendance, 73. Altogether, the institute was a success, and speaks well for the condition of educational affairs in Scott county, and for the efforts of the superintendent, to whom the success is mainly due.

MATTIE M. RAMSEY, Secretary.

PERRY COUNTY.—The institute which convened Aug. 19, was the largest and most enthusiastic ever held in the county. The total enrollment was 118; average daily attendance, 106. Such an average, for the number enrolled, speaks more forcibly that the institute was a success than any language can express it. Prof. D. E. Hunter was with us during the whole week, and did good work. He had the assistance of our home talent. An interesting feature of the institute was a spelling match. Eighty words was given out. The (Worcester's Comprehensive Dictionary) was captured by M. F. Babbitt, who spelled 76 words out of the 80. A lecture was delivered by Professor D. E. Hunter on "The Early History of Indiana." The institute closed with many regrets at having to part so soon, for all felt that it was good to be there.

THEO. COURCIER.

VIGO COUNTY.—The Institute in Vigo county opened at Terre Haute August 26. There was an enrollment of 252 teachers, with an average attendance of 110. The institute was under the management of W. H. Wiley, sup't of Terre Haute schools, and John Royse, sup't of the county. Instruction on the subject of Arithmetic was given by Prof. Wilson, of the State Normal School; Geography, Miss Foland, of the Terre Haute schools; Grammar, John Donaldson, principal of third district; History, H. Greenawalt, principal of first district; Orthoepy, Mr. Morrison, of second district. In addition to the above, we had well written papers from many of our teachers on the most important questions for teachers' discussion. It was the most successful institute ever held in Vigo county, and we believe the teachers generally are awake to our educational interests.

SUP'T Vigo Co.

JAY COUNTY.—The teachers of Jay county met at Portland, August 26, and organized with the following officers: Sup't S. K. Bell, chairman; Wm. Griest, enrolling secretary; T. W. Fields and Miss Florence A. Potter, recording secretaries. The instructors were Prof. John H. Binford, of Rush county;

Prof. J. A. Beattie, president of Bedford College; W. C. Hastings, sup't of the Portland schools; J. W. Polly, principal of the high school, and Sup't Bell. Gen. H. B. Carrington, of Wabash College, gave a talk on the philosophy of the Revolutionary War. Prof. Beattie lectured three times. His lectures were entitled, "Social Culture one of the needs of the Teacher;" "Mahomet and his Religion;" and, "The Influence of Science upon the Character." Teachers enrolled, 100. The best of feeling prevailed. The students of the Normal presented Prof. Binford with a handsome cane before his departure, and at the social on Thursday evening Prof. Hastings and sup't Bellmore were similarly treated, the former to Bryant's Poems, in three vols., and the latter to a costly Album. Prof. Beattie did not escape, for on Friday a handsome Autograph Album was presented him, containing the autographs of all the teachers. This was pronounced by all the most profitable and pleasant institute ever held in this county. A resolution recommending grading of schools was adopted.

T. W. FIELDS, Secretary.

ORANGE COUNTY.—The 14th annual institute met in Paoli, Aug. 19. The number enrolled was 119; average attendance, 105. A large number of visitors were present each day. The regular attendance was larger, and a greater interest was manifested than in any previous institute ever held in the county. The teachers seem to comprehend why institutes are held, and with pencil and note book each has been busy in securing the experience of others for his own use. Prof. J. M. Bloss was with us all the week, doing excellent practical work in his very able and practical manner. Aside from his daily work, he lectured two evenings. Subject on Wednesday evening was "Our Schools." His lecture just suited the time and place as he discussed the "high school" question to some extent. His subject Thursday evening was "Why we should Educate." J. M. Olcott also favored us with his presence. His was of the very best practical sort; his lecture on Tuesday evening, on "Practical Education," was well received. Bruce Carr was present, and is happy. Under the superintendency of J. L. Noblitt, our schools are rapidly approaching the highest standard of excellence and efficiency.

LOTTIE HATFIELD, Secretary.

LAWRENCE COUNTY.—The teachers of Lawrence county assembled in Institute in Bedford, Aug. 26. The enrollment of teachers alone reached 130. The work was done chiefly by Profs. J. C. Chilton and J. M. Funk. Three lectures were given during the week—one by Sup't J. H. Smart, one by Prof. J. C. Chilton, and one by Hon. M. F. Dunn. A daily was issued by the Institute, title, "Teachers' Daily;" motto, "Plenty of Room in the Upper Story." This was a new feature in Lawrence, and added materially to the interest of the work. The teachers present pronounced the Institute the most pleasant and profitable one ever held in the county, and embodied in a resolution their appreciation of the work and the workers. They commended Sup't Thornton's management, and promised their hearty support in his efforts to elevate the schools of Lawrence county and the scholarship of the teachers.

ADDIE RILEY, Secretary.

ELKHART COUNTY.—The Elkhart County Institute convened at Goshen, Sept. 2. It was a great success—250 teachers enrolled, and all took an active part. This speaks well for the county sup't, D. Moury, whose energetic labor has brought the educational work up equal to any in the State. The instructors that were with us were Hon. James H. Smart, of Indianapolis; Professor Thompson, of Purdue University; George P. Brown, of Indianapolis; I. N. Failor, principal of Elkhart Normal and Classical School; F. McAlpine, sup't of Kosciusko county; Cyrus Smith, of Jackson, Mich.; Prof. Fertich, of Muncie. The instruction given by these gentlemen was of the first class, and their labor was appreciated by the Institute.

S. M. CART, Sec'y.

INSTITUTES will be held as follows:

- Oct. 7. Lagrange co., Lagrange, S. D. Crane.
- Nov. 4. Wells co., Bluffton, S. S. Roth.
- “ 11. DeKalb co., Waterloo, J. A. Barnes.
- “ 18. Steuben co., Angola, Cyrus Cline.
- Dec. 31. Knox co., Vincennes, J. W. Milam.
- “ 31. Johnson co., Franklin, J. H. Martin.
- “ 31. Fountain co., Covington, W. S. Moffett.
- “ 31. Miami co., Peru, W. S. Ewing.
- “ 31. Jennings co., North Vernon, John Carney.

The Kentland Normal was a decided and complete success every way. The enrollment was over 70. The attendance averaged over 60 daily. The following delivered lectures before the normal students: Superintendent Kerr, S. Chinda, of Japan, J. T. Merrill, of Lafayette, and Prof. T. Harrison, of Kokomo.

The Miami County Normal was voted *good*—90 enrolled. Sup't Ewing was assisted by E. C. McGinley, of the State Normal.

J. F. Arnold and Arthur Marshall closed a most successful Normal of eight weeks' duration at Newton Ill., August 30.

THE “New England Journal,” of Boston, and the “Educational Weekly,” of Chicago, are engaged in vigorously berating each other. Each claims to be *national* in its character and adaptation, and berates the other for making an equivalent claim.

“Let dogs delight to bark and bite,
 For God hath made them so;
 Let bears and lions growl and fight,
 For 'tis their nature, too;
 Your little hands were never made
 To tear each other's eyes.

NOTES FROM THE NORTHERN INDIANA NORMAL.

The sixth year of the Northern Indiana Normal School opened with very flattering prospects. The attendance is much larger than that of the corresponding term of any previous year. Nearly all who have entered the school are intending to remain during the entire year. The regular classes are surprisingly large, the Teacher's class numbering 93, the Scientific 61, and the Classic 15. This last named class is in Prof. Carver's special charge. He is, as is well known, a gentleman of rare attainments and eminent scholarship, and is also a *thorough* and *cultured teacher*. The school was last week favored with a visit from Prof. Smart, our wide-awake State Superintendent, who delivered an instructive and highly interesting lecture. Among other distinguished visitors during the past week, may be noticed Professor and Mrs. H. A. Ford, who gave one of their enjoyable readings.

During the brief vacation, the school buildings were again thoroughly renovated, repainted, and partly refurnished. The woodwork of the entire building is now handsomely grained and varnished. The present condition of affairs gives assurance that this is to be the most prosperous year the Normal has yet known.

DANVILLE.—The Central Normal School opened Sept. 3, with a fine attendance. Four-fifths of the students entered for the entire year. There is a much larger proportion of ladies than ever before. Prof. Adams has fully regained his health, and is stronger than before his severe illness. In consequence of having a larger faculty than formerly, the school is much better classified than the preceding year. * *

FT. WAYNE.—The School Board of Ft. Wayne designate their schools by departments, as "Primary Schools," "Intermediate Schools," and a "Central Grammar School." This dispenses with the *name*, "high school;" but the Board says, in reference to the matter, "We intend that our grammar school education, in all the elements of real usefulness, shall not be inferior to that of any so-called high school." The standard of admission is fully up to that of good high schools, and its course of study comprises four years. "What's in a name?" If people do not like the name "high school," call it "central grammar school." "A rose by any other name would smell as sweet."

BROOKVILLE.—The Brookville schools, under the superintendence of J. E. Morton, opened this year *full*, and have varied their work by extemporizing a public entertainment for the benefit of the yellow fever sufferers, by which they cleared \$61.50. This enabled the children to work for a good cause, and *did them good*.

RICHMOND.—The school board of Richmond has decided to erect a new school house. It is to be the largest in the city, and situated in the south.

FRANKFORT has arranged for a first class course of lectures the coming season.

NEW ALBANY.—The New Albany schools opened this year fuller than ever before, and with all departments in good working order. H. B. Jacobs is still at the helm.

WABASH COLLEGE is rapidly increasing its facilities. At the beginning of this school year "Peck's Scientific Hall" was dedicated. This hall is a beautiful structure, admirably adapted to the purposes for which it is intended, and costs about \$20,000. This money was the bequest of the late Edwin J. Peck, of Indianapolis. The entire sum of Mr. Peck's gifts to this college amounts to \$140,000.

PURDUE opened this year fuller than ever before. Prof. Wiley, who is in Europe, is not expected home till Jan. 1. In his absence, P. Clark, a graduate of the school, hears his classes.

HOWARD COUNTY.—The trustees of Howard county increased slightly the wages of teachers this year. They pay according to the per cent of the license. The grade of the license divided by two gives the wages per month. For example, if the average is 70, the wages will be \$35 per month; and if the average is 90, the wages will be \$45 per month.

THE educational exhibit at the Tippecanoe county fair was a success as well as a surprise. The country schools, the city schools, Purdue University, all brought the work of their students, and each was proud of the work of the others. Two premiums were awarded to each township, while the city schools and Purdue University received several.

AT a school district election held in New Haven Connecticut, Sept. 10, the issue was the re-establishment of devotional exercises in the public schools. The ticket favoring re-establishment was elected by a majority of 2,990, the Catholics uniting with the Protestants in favor of the Bible ticket.

THE new Normal School building at Ladoga was finished in time for the opening of the school, Sept. 3. There was a good attendance on the first day, and the prospects for future success are very bright.

DIPLOMA.—Indiana was one of the few of the United States that took a diploma for its educational exhibit at the Paris Exposition.

THE School Bulletin (N. Y.), in its Sept. issue, takes the Bedford *Teacher* severely to task for copying articles without giving proper credit for them. The Bulletin heads its article *Piracy*.

THE Journal failed to report, in its last issue, the meeting of county superintendents for Oct. 1 and 2, because the committee failed to furnish a statement in time. The next Journal will report what was done at the meeting.

J. H. Kappas and Mrs. Sarah R. Kappas have opened an "Institute for Young Ladies," in Indianapolis. They receive pupils of all grades. Mr. and Mrs. Kappas are educated and refined people, and can but exert a good influence upon those entrusted to their care. The Editor does not believe in "institutes for young ladies," but many good people do.

MICHIGANTOWN is to have a new school house soon.

PERSONAL.

Mrs. Sarah A. Oren, formerly teacher in the Indianapolis high school, afterwards State Librarian, and since that teacher in Purdue University, has resigned her place as teacher and married Mr. Wesley Haynes, a trustee of the University, who lives near Miami, Miami county, this state. Mrs. Oren is a woman of more than ordinary ability, and has done excellent work in her chosen profession. She carries with her to her new home the best wishes of hosts of warm friends.

Miss Olivia T. Alderman, of Eaton, O., one of Ohio's most accomplished and popular lady teachers, has taken the place of Mrs. Oren in Purdue University. May her Indiana home be pleasant.

C. A. Gower, superintendent of the Saginaw schools, has been appointed State Superintendent of Michigan, to take the place of H. S. Tarbell, who resigned to accept the superintendency of the Indianapolis schools; and Mr. Gower has been nominated to fill the vacancy on the Republican state ticket for State Superintendent, to fill the vacancy occasioned by the resignation of Mr. Tarbell. Mr. Gower is one of Michigan's most active young men.

Prof. Caleb Mills, of Wabash College is one of the veteran teachers of the state. In December next it will be 45 years since a class of *eleven* was organized, out of which Wabash College has grown, and Prof. Mill was teacher of that class. Mr. Mills has ceased his active labors as a teacher, but is active in organizing and building up an excellent library for his college.

Mrs. Anna E. H. Lemon, as usual, acted as secretary of the Owen county institute. Of course the minutes were full and correct.

Mrs. C. W. Hunt continues in charge of the Spencer schools. She is assisted this year by Miss Anna P. Brown.

W. H. McClain, principal of the Kokomo high school, spent his entire summer vacation in the "Far West," returning September 16, just in time for duty.

H. G. Woody continues in charge of the New London schools this year. Mr. Woody has been at New London for several years.

D. B. Veazey, the genial agent for D. Appleton & Co., has opened a "south-western branch" office at 32 North Third street, St. Louis. His many Indiana friends will be glad to know that southern Indiana will continue to comprise a part of his territory.

W. L. Welsh, well known to many of the teachers of this state, has left the Oswego Normal School to take charge of the schools of Washington, Pa. Mr. Welsh formerly taught in Evansville, under Mr. Gow. Washington is the present home of Mr. Gow—Do you see? Faithful services remembered.

Thomas S. Lambert, author of Lambert's Physiologies, and other books, nearly one year ago was indicted for perjury, and was sentenced to the state prison for five years. His attorneys took an appeal to the supreme court, but his case has not yet been reached in the higher court. Not having any rich friends willing to go on his bail-bond, he has been compelled to lie in jail. He has been permitted to exercise in the corridor and allowed the use of books and writing materials, and it is said that he has written several works, and also secured a patent for an improved oven of a cooking stove. Doctor Lambert was at one time one of New York's prominent educators.

S. D. Lockett, formerly superintendent of Harrison county and late teacher in the Muncie high school, has begun the publication of "The Crawford County Record," at Leavenworth. As a matter of course he starts with an "Educational Column."

Eli F. Brown, of the Indianapolis high school, will answer a limited number of calls the coming season, to deliver popular lectures to schools and literary societies. His subjects are "Other Worlds than Ours," (scientific); "The Wonders of Simple Things," (scientific); and "Mary Somerville," (literary.)

Dr. John W. Armstrong, formerly Professor of Natural Science in the Oswego Normal School, but since 1869 president of the State Normal School at Fredonia, N. Y., died August 12, 1878, in the 66th year of his age. He was one of New York's ablest and most respected educators.

Wm. H. Hough, eldest son of Daniel Hough, the youngest member of the class of '78 at Earlham College, recently died of typhoid fever. He graduated with high honors, and was a young man of great promise. Mr. Hough's numerous friends throughout the State will deeply sympathize with him in his great loss.

W. H. Mace and Miss Ida Dodson, both graduates of the State Normal School, were married at Terre Haute on Sept. 10. The happy couple will reside at Winamac, and devote their united energies to the cause of education.

James McNeil, formerly superintendent of the Richmond schools, and Mr. Leech, principal of the National Normal, at Lebanon, O., have opened a normal school at New Paris, Ohio.

Ruth Morris has resigned her place as critic teacher in the Indianapolis Training School to accept a similar position at Cleveland, Ohio. By this change Indianapolis loses one of its most efficient and most highly respected teachers.

Dick T. Morgan returns to take charge of the Hagerstown schools with a new wife, and the prospects of his permanent success are thereby much increased.

Sarah D. Harmon, formerly principal of the high school at Elkhart, is now teaching in a boarding school at Sing Sing, N. Y.

John M. Stout is the superintendent of the Tipton schools for the coming year.

Hon. W. K. Edwards, of Terre Haute, died recently and is mourned by a large circle of friends. While Mr. Edwards was never a teacher, he was a strong friend of public education. He was a graduate of the State University, and has been for many years one of its trustees. He was a member of the Legislature in 1872, and did much toward securing the passage of the county superintendency law.

C. B. Thomas, of Niles, Michigan, has been elected to take the place of Mr. Gower, at Saginaw, and B. R. Gass, of Jackson, has been elected superintendent at Niles.

E. B. Milam, ex-superintendent of Knox county, recently married Miss Alice Cobb, daughter of congressman Cobb.

Walter S. Smith will enter Butler University this year, and devote his time to a study of the classics.

J. A. Williams will have charge of the North Judson schools the coming year.

Geo. Scott, of Pierceton, will take the Knox schools *vice* W. M. Shumaker resigned.

A. H. Ellwood, of Silver Lake, takes charge of the Brookston Academy the ensuing year. By this change Kosciusko county loses and White county gains a good man and a good teacher.

G. S. Ladson takes the Sharpsville schools this year.

Isaac Carter, who graduated at Asbury last June, is principal of the Brookville high school this year.

Samuel Lilly continues at Gosport, and has the pleasure of working this year in a school building with everything new but the walls.

J. F. Vaughn will have charge of the schools at Greentown this year.

W. McR. Blake is superintendent and Wm. A. Moore principal of the high school at Newcastle for the coming year,

Hiram Hadley, well and favorably known to many of the teachers of this State, has again entered the book agency work. He works for D. Appleton & Co., and Wisconsin is his field.

Grace C. Bibb, of the St. Louis Normal School, has been elected to the Chair of Pedagogics in the Missouri State University.

J. O. Wright, principal of the 11th district school, Indianapolis, has been transferred to the city high school.

L. T. Farabee has charge of the Bowling Green schools.

William Irelan, former superintendent of White county, continues at Burnettsville.

J. G. Royer has opened, for his second year, the Monticello schools.

T. C. McGlashan is the head teacher at Nashville.

J. M. Ward will have charge at Star city this year.

H. W. Bower is principal of the Winchester high school.

W. R. Snyder is principal of the Shelbyville high school.

Geo. W. Hufford, of Spiceland Academy, recently moved to Indianapolis and bought property, intending to wait for something, or, rather, to *make* something "turn up." He was more fortunate than he had expected; he has already been elected to a position in the Indianapolis high school.

BOOK TABLE.

YOUNG PEOPLE'S COMRADE, is the name of a new paper for boys and girls, published by Z. P. Vase, at Rockland, Maine. The high moral tone, and the practical good sense of its articles are insured in the announcement that the paper is edited by Julia Coleman. Her work in the cause of temperance recommends her as a safe counselor for the young.

BUSINESS NOTICES.

CAPT. and MRS. H. A. FORD, formerly editors of the Northern Indiana Teacher will accept a few engagements in the institutes of this State after Nov. 1, until which time they are engaged in Indiana and Michigan institutes. Their address is Kalamazoo, Mich.


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WOMAN IN LITERATURE.*

MISS CATHARINE MERRILL, Prof. of English Literature in
Butler University.

IMPERFECTION is the fashion of this world, if not its law. The fashion is more prevalent in the higher orders of created things than in the lower; for the more complicated the structure the more difficult is its mechanism, and the more readily are its parts deranged. Consequently, there are more failures in reaching the perfection of the type in humanity than in the lower animal world, or in the vegetable world. Indeed, it is never reached. A perfect bird or flower is not rare; but whoever saw a perfect man or woman? Nevertheless, a belief in human perfection is in every right mind, and an aspiration to reach it in every right heart.

Through all English literature there runs an ideal of feminine excellence to which I wish for a few minutes to draw your attention, and from which I wish you to draw a few lessons. It is an ideal that unites and harmonizes the strong and the graceful, the courageous and the modest, the wise and the innocent, the true and the kind, the dignified and the gracious. Genius, in this ideal, comes to the relief of him who has found the world "flat, stale, and unprofitable," and lifts him up to higher regions, rather reveals through the false shows of things,

* An address to the young ladies who graduated from Butler University, June, 1878.

the eternal and beautiful truths,—reveals to him the spirit that finds but poor and imperfect expression in clumsy matter and ill-assorted circumstances.

Without pursuing the order of time, look at some of the most familiar characters of fiction. Run through the list of Scott's heroines. Should you not like to know those brave, bright creatures? Alas, you never will know them in the flesh. Rebecca is discreet, just, courageous. She looks with flashing eye in the face of death itself; yet, at the same time, she is dutiful, devout, and tender. Edith beards the lion in his den, hurls defiance in the teeth of fierce King Richard; yet she will give up the activity her Plantagenet spirit loves and go into the stagnant seclusion of a convent, rather than violate feminine delicacy and reserve. She is proud, but she is very gentle. Di Vernon is as fearless in the chase as her bold huntsmen cousins; she leaps fences and ditches, and rides with the foremost; she is as safe in the council as her wily Jesuit cousin; she guards secrets that risk her life and nearly wreck her happiness, yet she is as playful as a kitten, and sweet as a rose. The Fair Maid of Perth is intelligent beyond her time. She has a martyr-like resolution, a royal delicacy and fineness of nature; yet she is obedient and humble, and has no ambition above her lowly station. Annie of Gierstein climbs the mountain like a chamois hunter, leaps from rock to rock like the chamois itself; yet in womanliness is behind none of the others. Jennie Deans, the best of all Scott's heroines, is hardy, and sturdy, and homely, stubbornly resolute, stubbornly conscientious; yet so large of heart, so tender, so eloquent by the force of her sisterly love, so thoroughly a woman, that a duke does her homage, a queen makes the very law bend to the prayers of the peasant girl.

And the women of Shakspeare.

Passing by the brilliant Boleyn, in her short hour of glory, Shakspeare seeks out the old, faded queen and shows her to us, now chiding the cardinals, now refusing to obey the call of the illegally constituted tribunal, now outspeakingly asserting her rights,—yet tenderly bewailing her lot—

“Like the lily

That once was mistress of the field and flourished,

I'll hang my head and perish,”

submitting to the king with almost super-human patience, and

dying to the sound of music that is but the echo of the pious harmony in her own soul.

Portia, who outwits Jew and Gentile, who acts with the promptness of a soldier and moralizes with the wisdom of a philosopher, is yet utterly and mischievously girlish. With pretty and becoming modesty she says of herself,

"The full sum of me
Is sum of nothing; which, to term in gross,
Is an unlessoned girl, unschooled, unpracticed;
Happy in this, she is not yet so old,
But she may learn; happier than this,
She is not bred so dull but she can learn;
Happiest of all, is, that her gentle spirit
Commits itself to yours to be directed."

Imogen is not more charming as princess in the palace, too noble to brood over her own sorrows, and too wise to allow her intellectual faculties to rust, than she is as servant and cook in the cave. She does everything, and does everything well. She sings, she rides, she reads and meditates as she reads; she weighs and calculates; she is witty and has rare executive ability; she is light-spirited, yet forgiving and confiding. With lofty, unswerving resolution, with a keen penetration, with a judicial calmness that enables her to recognize and acknowledge the "good in things evil," she yet has the sort of tremulous sensitiveness that belongs to the most delicate organizations.

Hermione defends herself with spirit against calumny and insult, bears with submission sentence of death and imprisonment, in the crisis of her life puts on the stillness and coldness of marble, and grandly forgives the repentant author of all her woes.

Leave Shakspeare and go back to Chaucer.

"Up rose the sun and up rose Emily,"

is a line famous for simplicity and directness. At one stroke it paints a vigorous girl, who has not "marred her complexion with long lying abed." And this blooming girl is the stately queen of beauty for whom knights languish, fight, and die.

Griselda, in the barbarous story made so beautiful by the father of English poetry, is in her tenderness and submission as resolute and pertinacious as the beating waves that wear the rock.

Spenser's Una, the softest of woman kind, travels far to the

court of the Faerie Queen to gain the release of her imprisoned parents. She sensibly refuses the services of the loutish knight that offers himself until, having put on heavenly armor, he becomes a new creature. She wanders alone and forsaken in the terrible wilderness, where the lion rushes upon her with gaping mouth, eager to devour.

"Instead thereof he kist her wearie feet,
 And lickt her lilly hands with fawning tong
 As her wronged innocence did meet.
 Oh, how can beauty master the most strong,
 And simple truth subdue avenging wrong!
 The lion would not leave her desolate,
 But with her went along as a strong gard
 Of her chaste person, and a faithful mate
 Of her sad troubles and misfortunes hard;
 Still when she slept he kept both watch and ward,
 And when she waked he waited diligent."

Una is truth. Her lion is reason. Never should they be parted.

George Elliot's Romola, with her golden hair and her angel face, as truly as Una, makes "a sunshine in a shady place." She is the light of her blind old father's heart, and of his mind, too; her accurate and extensive learning fitting her to be his secretary and scribe. As great in soul as in mind, she scorns laziness with a lofty scorn, and pities it with an awful sorrow.

Few things in literature are so delicate and pure as Wordsworth's portrait of one who had

"A countenance in which did meet
 Sweet records, promises as sweet."

She was

"A Being breathing thoughtful breath,
 A traveler between life and death;
 The reason firm, the temperate will,
 Endurance, foresight, strength and skill;
 A perfect woman, nobly planned
 To warn, to comfort, and command,
 And yet a Spirit still, and bright
 With something of angelic light."

Other poets, according to their intellectual ability and spiritual magnanimity, have given us this same sort of ideal excellence. It is the union in these characters, the just balance, of quali-

ties that seem opposite but yet are not, that I wish you to observe. By a wonderful violation of the laws of harmony there is always and everywhere in real life a tendency to extremes, or to specialties in the cultivation of the virtues,—a tendency to the development of one side of the character at the expense of the other side. The firm are stubborn; the independent are violent; the conscientious are severe; the soft are weak. The good are too often ungracious; the gracious are too often bad. “These things ought not so to be.” The King, in his Beauty, is the highest manifestation of the Supreme Being. The “Beauty of Holiness” is holiness in its rounded and radiant perfection.

You cannot look too high; you cannot aim too high; your desires cannot be too broad, too comprehensive, as regards excellence of character. You may easily be too desirous of wealth, of honors; but you have a right—an inherent right—to every virtue and every grace. You causelessly, weakly, meanly, give up your right, your birthright, if you do not strive toward full development of body, mind, and heart.

Be healthy, be strong, be active, vigorous, clean. I see no harm in saying to you, Be beautiful. Take care of the casket in which your eternal jewel is lodged. While your body is your servant, do not make it your slave. Keep it in such order, hold it in such honor, that it must be gladly obedient to the behests of your higher nature.

Still more worthy of care is this higher nature. *Keep up your studies.* It is shocking to cast away six years of your life, which you do if you neglect to build on the foundation you, in these years, have laid. I advise you to give special attention to history and literature—the Greek and Latin if you wish; the French and German if you can; the English certainly. These studies deepen, broaden the current of your lives; they make you feel yourselves a part of humanity in its whole—in the past and in all the wide present. He that is well read, that finds pleasure in a knowledge of the laws and customs of nations, in the character and opinions of statesmen, in the acts of the great actors of the stage of life, in the thoughts of thinkers, in the imaginings and the sentiments of poets—such a one is never alone; rather, she is “never less alone than when alone.” I

say to you, as a great painter said to himself, "No day without a line."

But books are not the only source of intellectual improvement. Locke was a practical, wise man, and he declared conversation, as a source of improvement, superior even to books. And you remember that magnificent passage of Bacon, where he says that in discourse, "A man tosseth his thoughts more easily; he marshalleth them more orderly; he seeth how they look when they are turned into words; he waxeth wiser than himself, and more by an hour's discourse than by a day's meditation." Cultivate, therefore, an enjoyment of conversation and an aptitude for it. Listen to others, and do your own share of talking.

Go into company expecting to enjoy others. We have a mode of speech, "I enjoyed myself," "How did you enjoy yourself?" that smacks of selfishness. Go to enjoy others. You cannot enjoy others while you are annoyed by their faults. Therefore, let these alone. You are not responsible for them. The world will not fall into ruin, if you fail to seek out and point out the black spot in every man's heart. Go from your home into society as the bee leaves the hive, and return like the bee, laden with sweets. The great poet whom you have studied somewhat, and whom you love, has given our language, in one of his most terrible tragedies, a soft phrase for the expression of compassionate brotherhood: "The milk of human kindness." Mild, sweet, nourishing, is the milk of human kindness, but it sours with thunder and with heat. Give way, then, to no thunderous scowls, and to no heats of temper.

I am the more desirous of impressing the old and oft repeated lesson of honor and compassion one for another, because I believe life, especially a woman's life, has fearful trials for the temper. Disappointment, in one form or another, is sure to come. Sometimes it is grinding poverty, sometimes ill-health, compulsory solitude, the failure of best loved friends to be or to do anything. Oh, there are a thousand disappointments that trip up one's courage, or eat out one's fortitude, and that tend to make one bitter and sad. But some souls are greater in defeat than others are in victory. There is your favorite, Jane D'Albert, and Maria Theresa, whose high courage refused to

recognize disaster; and Maria Antoinette, whose pale lips uttered no reproach. Such be you, "in your small corner."

I speak of submission and patience in connection with society, because, I believe, that without a love for your kind you cannot bear disappointment with patience, and without intercourse with others you cannot love them.

If there were not such serious reasons, however, I should still say, "Go into society and enjoy it." Pope talked what he was so fond of, sense, when he said "to enjoy is to obey." And Solomon was not less wise when he declared, "There is a time to dance," and "Rejoice in thy youth." Yes, rejoice and be glad like the birds and the flowers.

"Gather ye rose-buds while ye may,
Old Time is still a flying,
And this same flower that blooms to-day
To-morrow will be dying."

Every educated woman owes it to society to do what she can for general elevation and refinement. It has been said that the mission of the great and good Addison was to reform society. The reformer of a society that was stained and poisoned by the influence of the false Stuart kings may stand as a missionary beside a Judson or a Moffatt.

An educated woman should help on every good work,—church work, philanthropic work, literary work. If she have neither money nor time, she may at least have an encouraging word and smile. There would be ten times the good done in the world that is now done, if people were not determined to think all ways but their own wrong. John said, "Master, we forbade him because he followeth not us." But Jesus said, "Forbid him not. Whosoever shall offend one of these little ones that believe in me, it is better for him that a millstone were hanged about his neck, and he were cast into the sea." This lesson of tolerance so plainly, so repeatedly taught in Scripture, is usually the last lesson the Christian learns.

Do all you can in the world. Let your works, as the wise man says, praise you in the gates. But remember that in your home and in the circle of your kindred you find your own province, your kingdom; that in every other place you are, in a manner, a foreigner. As subject, or as queen in this little kingdom, be

loyal and faithful. Be your busiest and brightest, your wisest and your kindest within the sacred walls of home.

If wishes were flowers, your future path would bloom; if they were birds, it would resound with song; if they were beams of light, it never would be overclouded. But friendly wishes are better than bloom and fragrance, than song and light, as kindness—love—is the best, and brightest, and sweetest of all things. Next to a clear conscience and love for your fellow-creatures, you want their love for yourself. You have it now. You find, on every hand, recognition of your work. You are surprised. I have seen tears in your eyes, because those who have seemed scarcely to know you have shown themselves friends, and because old friends are so full of sympathy and praise. “Nothing succeeds like success.”

HAVE PLANTS CONSCIOUSNESS.—There are animals with which every zoologist is familiar, definitely understood to be such, which are so low in the scale of being that they possess no definite form, and reveal to our most refined scrutiny only the feeblest traces of organization; they move, but without frame-work or muscles; they creep without limbs, feel without discoverable nerves, eat without mouths, digest without stomachs; in short, they have all the properties of life, but without the trace of organized structure. Because such a creature is ranked as an “animal,” we are prone to associate with it a measure, at least, of consciousness and volition. But, on the other hand, there are plants of the highest and most complex structure, in which delicacy of organization, refinement of mechanical contrivance, and exquisite adaptation of means to ends, are combined with majesty and grace, form and elegance, and even splendor of product; and yet, because they are labeled “plants,” or “vegetables,” we assume that they are without consciousness, and wholly devoid of will. Do the facts of nature justify such an inference? We venture to think that they go a long way toward making such an inference void.—*English Magazine*.

THE charms of nature, the majesty of man, the infinite loveliness of truth and virtue, are not hidden from the eye of the poor, but from the eye of the vain, the corrupted and self-seeking, be rich or poor.—*Carlyle*.

CONSCIENCE TRAINING IN SCHOOL.

A. D. MAYO.

THE conscientious teacher will not fail to impress upon her school the central law of life,—that conduct in all regions of human existence is right or wrong, and that there is a school-master within, whose mandates can be disobeyed only on peril of the most serious calamity that can befall a child. To deny that children are wonderfully sensitive to such simple moral instruction, especially when enforced and illustrated by a teacher whose daily walk and conversation is a moral “object lesson,” is to betray an ignorance of the nature of childhood which disqualifies for a judgment on the question we discuss. But the best intentions in the teacher, and the most conscientious performance of duty, are often balked by short-sighted methods of instruction and discipline, that are conceived in deceit and brought forth in injustice.

The habits of study and recitation still prevailing in thousands of schools, private, public, and collegiate, are a constant mockery of conscience. There are few boys so stupid, or morally obtuse, as not to feel that the committing a text-book to memory, and a mechanical, *verbatim* repetition of it in the recitation room, is a sham. He knows well enough that while he thus cons his geography, he gains no real knowledge of the world in which he lives; that his stupid exercise in “parsing” does not enable him to read or write the English language with accuracy or ease; that the poring over the “readers” is only forming habits that make good reading an impossibility. A great deal of the indifference and ugliness of scholars is the natural contempt of a child of good parents at the farce teaching must become, when the fundamental condition in selecting the teacher is the brevity of the tax bill. The soul of all mental culture is the waking up and establishing the love of truth as the grand law of the mind; but such teaching as goes on in numberless schools, even of high repute, is a perpetual outrage on the name of truth. A genuine reform in methods of instruction would, itself, be a revival of conscience and righteousness in the children and youth of the land.

Everybody can see that the discipline of the school is a per-

petual help or hindrance of the conscience-training of the child. No power on earth can resist the blighting influence of a capricious, unjust, harsh, or unloving style of government in school. No Bible reading, or prayer, or sacred song, can sanctify such discipline as makes a daily hell of so many school rooms in the land. The direct moral instruction in school should be little more than giving right and beautiful names to the good, and true, and lovely things actually done in the common routine of discipline and instruction.

The popular system of marking and distributing honors is most demoralizing, and often blunts the conscience and befogs the moral intelligence of children. Here are two boys on adjacent seats. The one is quick to learn, ready to impart, swift to use every art and device to gather information bearing on the central point of his recitation, bent on standing up as a valedictorian on graduation day. The other is slow, honest, severe, determined to go no farther than he can clearly see; hesitating in speech, and timid in facing the teacher; but all the time putting forth his uttermost, and gaining in all the elements of a noble and righteous manhood. What can the pupils of that school think of a system of estimating the relative standing of these two boys, which makes little or no account of the genuine manhood and consecrated toil of the one, while it jauntily hands the other up, from step to step, through every honor of the course? Can we wonder that our boys and girls come forth from such schools with the vicious notion fastened in their souls that real merit must take the back seat in this world; that "brass," and "cheek," and brilliant parts, and an airy tact at scaling obstacles and dodging the hard places in life, are the conditions of success? One of the most imperative needs of our high schools, to-day, is a complete revision of our whole system of marking and examination, in the interest of truth and conscience.

If our theoretical D. D.'s who see no sphere for moral and religious instruction, save in the formal discussions in the class of history and philosophy, will dive below the surface, they may find that the one vital obligation of the teacher of children, of every age and grade, is the training of conscience, and this is involved in everything taught and done in the common school.—*New England Journal of Education.*

WOMEN TEACHERS.

WOMAN has won her present position in the public schools from beginnings as small as the grain of mustard seed. In Barnard's Rhode Island Report for 1845, he says that in all the schools he visited, or from which returns were received, out of Providence (and excepting the primary departments of a few central districts), he found only six female teachers, and that, with the above exceptions, there could not have been more than twice that number employed in the whole state. His successor, who visited the same schools in 1861, found more than 200 female teachers; but he thought two-thirds of those taught by men, even then, would have been better taught and disciplined by women. In 1837, there were in Massachusetts 3,591 female teachers, and in 1848 their number had swelled to 5,510. This increase Horace Mann considered a great reform, believing women much better adapted to the work. In 1870, according to the census, about 74 per cent of the teachers in the United States were women. In New England the excess of women teachers over men is very great; but in most of the western and also the southern states, there is a small percentage. In Maine, the proportion in summer is about 97 per cent, and in winter only 55 per cent; in Vermont nearly 90 per cent of the teachers are women throughout the year; and in New York about 67 per cent. In New York city more than 90 per cent of the teachers are women, and in other large cities the preponderance of women over men is very great. No doubt the economy of employing women as teachers goes far to explain their rapid increase; but their wages, as well as their numbers, have also steadily increased. It is recorded that Polly Hovey, one of the first female teachers in Maine, was paid, in 1792, \$1.50 per week. In Iowa, at one time, two women taught for \$4.29 per month, though the average salary of women teachers was \$7.64 per month. Even men were not very liberally paid in olden times, for in Watertown, Massachusetts, in 1650, a schoolmaster was hired for one year for \$30, and allowed "2s. a head for keeping the dry herd." It is mentioned in one of the Massachusetts Normal School Reports that one of the young men graduates received, when he entered upon his career, \$13 a

month, and "boarded round." By-the-way, that old custom of "boarding round" is generally supposed to have died out; but it is still in vogue in many places, and in at least one district in Pennsylvania all the teachers receive \$15 a month and board in this manner. Who but the victim himself can describe the miseries of "boarding round" in rambling country villages—of living for a week or month on tea and pie, and then only changing the bill of fare for pie and tea; of sleeping under leaky roofs, upon pillows which the rains and snows of heaven bedew; of shivering in breakfast rooms where, if a drop of water fell upon the table-cloth, though the stove be in close proximity, it is instantly frozen? And yet the physical discomforts are often the least of the homeless teacher's trials.

To return to wages, certain male graduates of the Bridgewater Normal School, who began with \$25 or \$30 a month, including board, now receive \$3,200 a year, and a few \$4,000, and salaries of women graduates have increased in the same proportion. To be sure, there is too often a lamentable difference between the sexes in respect to wages; but women, at least those employed in cities, undoubtedly earn more than they could obtain in other occupations. Probably few clerks or operatives earn, as do 900 teachers in Boston, \$15.39 every week in the year, including ten weeks of vacation. In Massachusetts the average salary per month of men, for 1875, was \$88.37; of women, \$35.35. In Maine, men, \$37; women, \$18. In Pennsylvania, men, \$41.07; women, \$34.09. In Ohio, men, \$60; women, \$44. In Michigan, men, \$51.29; women, \$28.10. But in some states, as in Iowa, the rule is becoming general to pay men and women the same salary for the same grade of work. In the city of St. Louis no distinction is made between the sexes in fixing the teachers' salaries; and the California Legislature, of 1873, enacted that the female teachers in the public schools should in all cases receive the same compensation as men for like services. A few of the southern states, which employ more men than women, pay the same salary for the same work to both sexes; and Idaho, Nevada, and Arizona report the same custom. Nevada, which supports but few schools, pays her teachers \$100.55 per month; and in Arizona, where the schools are all of a primary grade, and the larger portion of the children of Mexican birth, teachers are paid from \$100 to

\$125 per month. Of late the hard times have caused a reduction in teachers' salaries, and this seems to many unjust. One indignant superintendent cries: "Why should retrenchment begin at teachers' salaries when fashion laughs at panics."—[Mary P. Thacher, in Harper's Magazine for September.

PUBLIC SCHOOLS IN LONDON.

THE work doing in London attracts attention from all educational centres. With its population of three and a half millions, making it the world's metropolis, it has only lately taken in hand the question of its public schools. In 1870 it was stated that there were 150,000 children of the proper age excluded for want of room in the existing schools. The School Board determined to remedy this by erecting school houses for 112,000 pupils; a thorough list was made of the number in each school district in want of school facilities, and measures taken to supply them. Of course, there were legal difficulties and the opposing interests of existing schools to be overcome and reconciled, and this done, there were 134 school houses ordered in different parts of London. By September of 1874, there were 65 new schools opened for 61,985 pupils, 35 more under way for 26,736 children, and sites designated for 34 school houses to accommodate 20,207 more—in all 134 school buildings for 108,930 children. The cost of the 65 school houses was less than fifty dollars per pupil. The school rooms were fitted up for classes of 50, 60, 70, and 80 scholars, and the school houses planned so that there would be six with 250 children, twenty-five with 500, twenty-five with 750, forty-three with 1000, thirty-two with 1,250, and three with 1,500. The School Board also took charge of eighty-four old schools, with 24,000 pupils, with room for 15,000 more, and these school houses were used by day for children, in the evening for adults for instruction in science and the mechanical arts. The old government of these schools was kept up as far as possible, but it was subordinate to the control of the School Board, whose inspectors made frequent visits, and also held the annual general examination, which is prescribed with great minuteness of detail, by law.

These schools have 243 male and 341 female teachers holding certificates, 791 pupil teachers, and about 500 on trial. The list of children attending them showed 79,700 on the rolls, room for 75,275, but an average attendance of only 58,507; but as this was partly due to the strict system of noting as absent all who did not answer to the roll-call on opening, measures were taken that reduced the number of absentees, total or partial, at least one-half, and the visitors appointed by the Board worked with such energy that the number registered was increased from 208,520 to 343,102, and that of average attendance from 171,769 to 256,391. Although competition is specially favored in all English legislation, the School Board received each year, for four successive years, an average of 79,000 pupils, and not one private school was opened.

The children in these schools in London pay, and 15,000 of the scholars that had formerly gone to schools provided for the poor free of cost, now pay every Monday their penny. The School Board receives from 28,000 children one penny weekly, from 48,000 two pence and three pence, from 3,000 four pence, and from 1,000 six pence. Of 1,325 families who stopped their payments, 500 recommenced, and 558 children were exempt on account of their extreme poverty. The opposition to payment came from the small dealers and from the country people, who used to turn an honest penny by the labor of their children, and did not like losing this at the same time that they were obliged to send their children to school and pay for their instruction. The law of compulsory attendance was enforced by the aid of visitors, whose best labor was in securing a large voluntary increase, and in making the public schools deservedly popular.

The London School Board exercises its supervision over private schools, and with such effect that, in 1875, there were 85,000 pupils in them under their regulations, with a marked improvement in all respects. It has a limited power over the children left to run wild in the streets, and it has put over three thousand of them at Industrial Schools or on Training Ships. With all its outlay the cost, which was established at sixpence on the pound in 1870, was found, after three years, to be less than a half penny per year, including current expenses, interest on loans for the purchase of property, and building, etc. The

money was borrowed at three and a half per cent for fifty years, so that the generations yet to come, who are to be principally benefited by these reforms, will also share in the expense, and in 1923, when the debt will be finally paid off, there will certainly be some substantial reward due the authors of the system of popular education inaugurated in London in 1870. The School Board still has a great work to do: for there are still 190,000 children either abandoned by their parents and given to mere vagabondage, or badly taught in inferior schools. The plan is to increase by 7,000 annually the list of their pupils, and to build ten new school houses every year to house them properly. The great merit of the London School Board is that it has carried its system into effect so thoroughly and so well that there has been little real difficulty in applying the law under which it exists, and in enforcing its provisions so as to secure the support of the vast population living under it, and its schools are filled with the children without distinction of fortune or position, while they are opened to those who hitherto were condemned to grow up in ignorance or vice.—*Pennsylvania School Journal*.

SHOULD PINS HAVE POINTS? IF SO, WHERE?

THE following from the *Iowa Normal Monthly* is to the point. Many of the discussions indulged in at educational meetings are fairly represented by this "discussion." Much valuable time is spent in discussing *points* of no more practical importance to teachers than are "*pin points*."—[EDITOR.

The chairman announces the first topic for the consideration of the convention: "*Should Pins Have Points? and if so, Where?*" He then calls on Dr. Standby to open the discussion.

The Dr. announces that in order to give anything like a clear idea of the subject, he must go back to the creation and trace the subject down to the present time. The need of pins was first felt when it became necessary for Eve to fasten together fig leaves for aprons. He was strongly of the opinion that *pins* of some kind were actually used on that occasion, and that the word translated *sewed* should have been rendered *pinned*. Now

the best and most natural substitute for pins in that primitive age would be the thorn, and Swineskin, in his late travels in the East, had actually discovered a species of thorn well adapted to this use. *But thorns have points, and these points are always on the little end.* Here, then, is an excellent precedent. He then traced the history of pins through all nations, showing that some excellent specimens had been found in the stomach of an Egyptian mummy over four thousand years old, and gave a long array of statistics showing the number of pins used annually.

The next speaker was Professor Sharp, from Thorntown. He agreed most fully with the learned gentleman who had just taken his seat. It could be shown, that the most highly civilized nations everywhere are the ones who use the most pins, and travelers have affirmed that the most savage nations use no pins at all. It must therefore be evident that the only thing necessary to civilize a nation is to supply them plentifully with pins. But as he could not see much point to pins without points, he thought they should have points somewhere. It had been quite common, as his predecessor had remarked, to have the points on the little end; but it seemed to him it would be less dangerous to children if they were placed on the big end. The fact that our fathers had seemed to favor the little end is no reason why we should.

The next speaker was the agent of the great Button House—a rival of the great Pin-Making Company. While he was free to admit that there was some point to the arguments of the gentlemen who had preceded him, he could not agree with them in their conclusions. Pins, he said, were extremely dangerous, both to the child's physical and moral nature, and should not be tolerated. Nine-tenths of all the disorder created in the school room is directly attributable to their use. They induce boys to cut holes through the backs of seats that they may wake up their neighbors, and the damage done to clothing by having it pinned fast to the seats is enormous. He showed how by bending a pin in a certain shape, it may be placed on a seat so that its point will stand upward. He had known cases where even teachers themselves had sat down on these relics of barbarism. They awaken the very lowest passions of a boy's nature, for they tempt him to impale the poor flies that happen to be on his desk, and they are a hundred times more temptation to gamble

than cards, dice, or horse racing! What teacher of our youth has not detected them playing the demoralizing game of *heads or points*? All this is due to the presence of the pin. Let every teacher, then, who does not wish to see his pupils grow up to be savages and gamblers, prohibit their use among his scholars. Statistics show, he would further say, that more than 93 per cent of all the mischief resulting from the use of pins is attributable to their *points*. This is wholly due to having the point on the *end*; placing it on the large end, as had been suggested, would hardly remedy the matter, as the pin would be as far-reaching in its evil results then as now, though placing it on its large end would probably have a tendency to prevent the game of heads and points. If we must have pins with points, let us have the points in the *middle*.

The last gentleman sat down amidst thundering applause, during which a half dozen gentlemen sprang to their feet. The President recognized Professor Small, of the Hentown College. He was surprised to hear so many learned gentlemen make fools of themselves. They must know that a *point has position only*. Now, that which has position without length, breadth, or thickness can do no possible harm to any one. More than this, the point cannot be confined to either end nor to the middle—the entire surface must, of necessity, be covered with points.

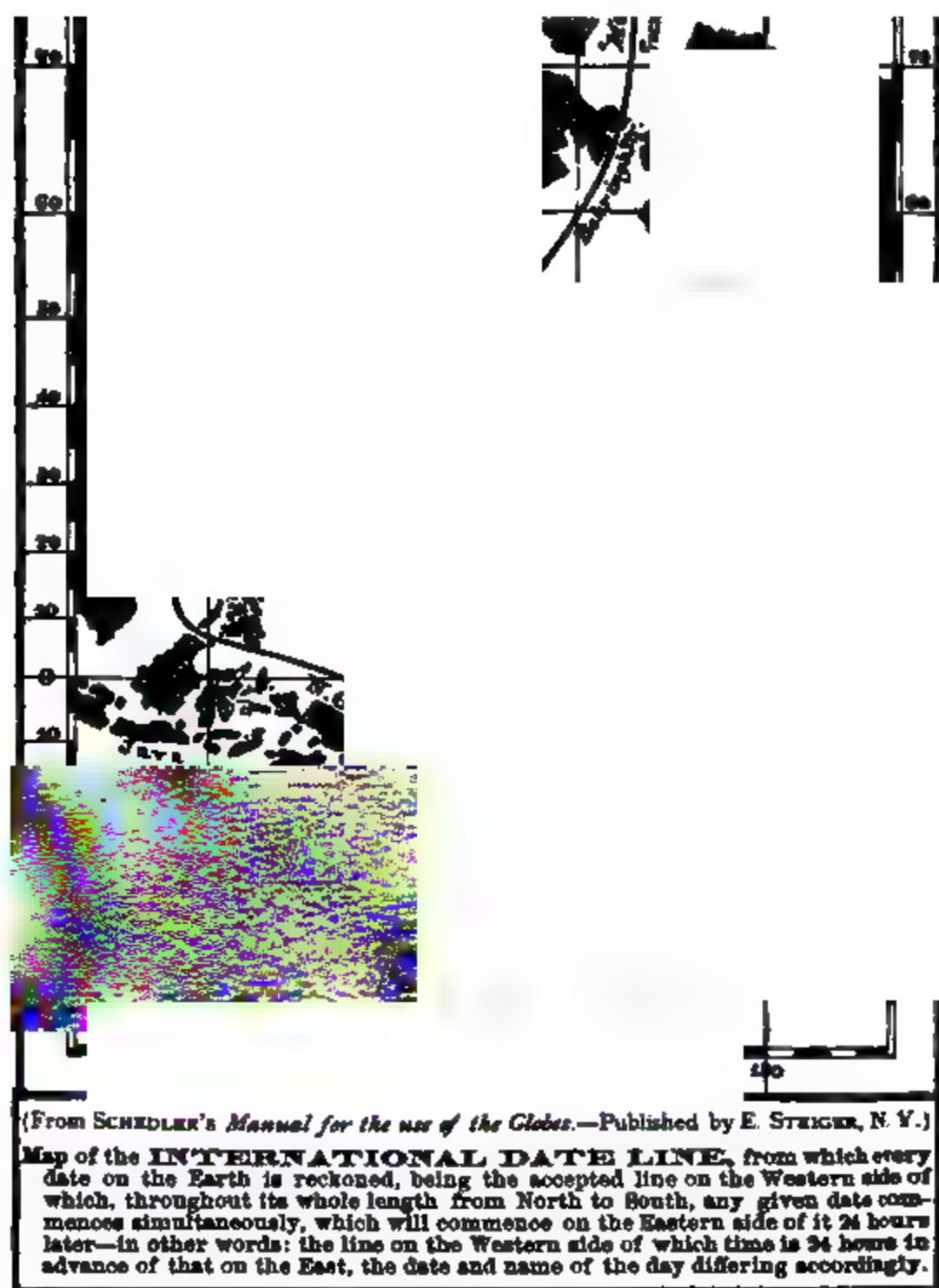
Prof. Cool then rose and offered the following resolution as a compromise, which was unanimously adopted:

Resolved, That we recognize the importance of pins as a valuable aid in our work, but think the position of the point may safely be left to the judgment of the teacher.

THE INTERNATIONAL DATE LINE.

ELI F. BROWN.

THE accompanying map is one that will doubtless interest the readers of the Journal, especially those interested in geography. The map was published in the Journal two years ago, since which time many questions have been asked in regard to it, and it is now reprinted with somewhat extended notes, by request of many teachers.



That a line marking the change of date upon the earth's surface is necessary, is evident to one who studies carefully the relation of the rotation of the earth to day and night. It matters not where this line be taken, so that it divide the earth from

pole to pole. To make the matter quite plain it may be well to follow, in imagination, two persons as they make circuit of the earth in opposite directions. Points upon the earth that differ in longitude, differ also in time. St. Louis and Calcutta are located 180° apart in longitude, they differ twelve hours in time; if it is noon at one, it is midnight at the other. A travels towards the East to Calcutta, correcting his time-piece each day by the sun. He finds that he has turned it forward twelve hours by the time of his arrival at Calcutta. He continues towards the East until he reaches his home in St. Louis, having turned the hands of his watch forward twenty-four hours. B makes the same journey, in the opposite direction, in the same time. He finds his chronometer continually too fast, and, in setting it back to preserve the correct time, turns the hands back twenty-four hours by the time of his return to St. Louis. A and B meet in the presence of C, who has remained at home during the journey. C. says it is Monday, A claims by his reckoning that it is Tuesday, while B holds that to him it is Sunday. Each in his turn is right. A has seen one more day than C, B has seen one less than C. A must correct his date by having another Monday, B by dropping out Sunday and calling the day Monday. It is well known that in circumnavigating the globe from East to West a day is lost, while going from West to East a day is gained. A gentleman from Indianapolis, in going from San Francisco to China, experienced a week without a Monday. In the return the week had two Sundays. This conundrum is frequently propounded at teachers' institutes: "Suppose at 12 o'clock to-day (Monday) you should start west and travel just as fast as the earth revolves, so that you shall be continuously directly under the sun; of course you will return to the point from which you started to-morrow (Tuesday) noon. To you it will be noon all the time. Query—At what point in your journey will the people cease to say it is Monday noon and say that it is Tuesday noon?"

The line given by Scheidler in the accompanying map proposes to answer this question.

Such a line is, in one sense, international, in that it concerns all nations; but that the line here indicated is established by agreement of nations, or by the general customs of practical navigators, is a matter concerning which the facts are not given.

Prof. Newcomb, of the National Naval Observatory, says: "I do not know whether Scheidler's date line is or is not correct. There has never been any international agreement on the subject, and therefore no line has ever been fixed, but 180° from Greenwich is commonly used by navigators, and the inhabitants are likely to gradually adopt this line."

The Atlantic Ocean is comparatively narrow—continental corrections for time and distance are readily adjusted, hence the change in date, or day, is encountered in the broad Pacific. The habit of sailors, in this regard, is to fix upon some Sunday in the trans-Pacific trip and to change at *that time*, no matter *where* they may be upon the ocean. This has the same practical effect as if the change were made upon crossing the 180th meridian, or any other taken as a date line. Why Scheidler should curve his line along the eastern shore of Asia and the East Indies, is not clear. If navigation proceeded only from the east toward the west, there would be reason for it. But as commerce passes freely in both directions, there seems to be no cause for such position.

INDIANAPOLIS HIGH SCHOOL.

HISTORY.—VI.

PREPARATION FOR THE DISCOVERY OF AMERICA—*Continued.*

Political Condition of Europe in the 15th Century.

FROM the breaking up of the Roman Empire in the 5th Century, to the time of the Crusades in the 12th and 13th Centuries, the political condition of Europe was chaotic. The *feudal system* was at its height, and a great number of petty kings and nobles ruled the masses and quarreled with one another. During this time there existed, of course, but little idea of nationality, but through the influence, chiefly, of the crusades the feudal system was broken up; the stronger kings overcame the weaker; power and territory were consolidated; and by the middle of the 15th Century the modern states of Europe were pretty well established. Among the leading of these were Italy, Spain, France, Portugal, and England.

It will be remembered that the crusades gave to certain Italian cities great commercial prominence. Italy, therefore, of all these ambitious young nations, held the first place in wealth and power. Her cities were rich, her navigators skillful, her navies powerful, and the entire trade of western Europe with the East was in her hands. The other nations, finding themselves commercially tributary to Italy, and seeing that her commerce was the key to her prosperity and power, became jealous of her, and began to devise ways and means to rival her; and as she held firmly the old caravan routes to the Indies, the only way in which they could succeed was by finding a new road by water.

Soon after the conquest of Constantinople by the Turks in 1453, these same Turks took possession, also, of the overland routes to India, and the Italian trade was almost entirely destroyed. Now, Europe must forego the luxuries of the East, or find a new way to get them. It was readily seen that the nation that should first secure the new route would hold the same relation to the others that Italy had previously held, and the struggle began in earnest.

Up to this time the western nations had accomplished little for lack of skillful navigators, but the destruction of Italian commerce had thrown out of employment such men as Columbus, Verrazzani, and the Cabots, who were soon found sailing under the patronage, respectively, of Spain, France, and England; and for whom, while seeking this new route to the rich trading marts of the East, they founded claims to territory in America.

Thus the political condition of Europe in the 15th Century brought about a struggle for increased political power through commercial supremacy, which promoted maritime enterprise and led immediately to the discovery of the *New World*.

If the teacher will read, at one sitting, the six articles of this series, he will have, in brief, a connected statement of the leading *historical conditions in the Old World which prepared for and made possible the discovery of the New*. The first five are to be found in the February, April, May, June, and July numbers of the *Journal*.

B SENIOR CLASS.

Indiana State Normal School, Terre Haute, Oct. 14, 1878.

HINTS TO WRITERS.

WILLIAM CULLEN BRYANT once gave the following sensible advice to a young man who had offered him an article for the *Evening Post*:

“My young friend, I observe that you have used several French expressions in your letter. I think, if you will study the English language, that you will find it capable of expressing all the ideas that you may have. I have always found it so, and in all that I have written I do not recall an instance where I was tempted to use a foreign word but that, on searching, I have found a better one in my own language.

Be simple, unaffected; be honest in your speaking and writing. Never use a long word when a short one will do as well.

Call a spade by its name, not a well known oblong instrument of manual labor; let a home be a home and not a residence; a place not a locality, and so on of the rest. When a short word will do, you always lose by a long one. You lose in clearness; you lose in honest expression of meaning; and, in the estimation of all men who are capable of judging, you lose in reputation for ability.

The only true way to shine, even in this false world, is to be modest and unassuming. Falsehood may be a thick crust, but in the course of time truth will find a way to break through. Elegance of language may not be in the power of us all, but simplicity and straightforwardness are.

Write much as you would speak and as you think. If with your inferior, speak no coarser than usual; if with your superior, speak no finer. Be what you say, and within the rules of prudence. No one ever was a gainer by singularity of words or in pronunciation. The truly wise man will so speak that no one will observe how he speaks. A man may show great knowledge of chemistry by carrying bladders of strange gases to breathe; but one will enjoy better health, and find more time for business, who lives on common air.

Sidney Smith once remarked: “After you have written an article, take your pen and strike out half the words, and you will be surprised to see how much stronger it is.”

THE BIRTH PLACE OF BURNS.

ROBERT G. INGERSOLL.

Though Scotland boasts a thousand names,
Of patriot, king, and peer,
The noblest, grandest of them all
Was loved and cradled here.
Here lived the gentle peasant-prince,
The loving cotter-king,
Compared with him the greatest lord
Is but a titled thing.
'Tis but a cot roofed in with straw,
A hovel made of clay!
One door shuts out the snow and storm,
One window greets the day.
And yet I stand within this room
And hold all thrones to scorn,
For here, beneath this lowly thatch,
Love's sweetest bard was born.
Within this hallowed hut I feel
Like one who clasps a shrine,
When the glad lips at last have touched
The something deemed divine.
And here the world, through all the years,
As long as day returns,
The tribute of its love and tears
Will pay to Robert Burns.

IF time be of all things the most precious, wasting time must be the greatest prodigality.

LOST time is never found again, and of what we call time, enough always proves little enough.

SLOTH, like rust, consumes faster than labor wears. While the key that is often used is always bright.

HE that riseth late must trot all day and shall scarce overtake his business at night.

SILKS and satins put out the kitchen fire.

THE MORAL AND INTELLECTUAL TRAINING OF CHILDREN.

Views of the Superintendent of Public Instruction.

A News reporter having overheard a portion of a conversation between Prof. James H. Smart and a gentleman, upon the public schools and their usefulness, especially in regard to the moral training of the young idea, was led to have a further talk with the former, asking his opinion of the cause of youthful misbehavior, which has attracted so much attention in our large cities of late, to which he replied:

"Well, the New York Tribune will tell you all about that. It insinuates that the public schools are to blame for whatever of juvenile depravity there is to complain of. I have seen it charged, also, that out of 1,300 prisoners in Sing Sing prison 400 of them were graduates of high schools."

"What do you say to these statements?"

"So far as the statement in the New England Journal is concerned, I believe it is untrue."

"What do you say to the insinuations in the Tribune?"

"No one acquainted with the matter could possibly make such a charge as that."

"Do you think that the teachers are responsible for the moral conduct of the children?"

"They are to some extent. Teachers should be required to set a good example before the children. They should certainly teach morality by precept and by example. But the parents have a higher responsibility in this respect than the teachers have. There is no better place to teach morals than at home. Self-control is a habit, and the child must acquire it long before it enters school. Most men would do better than they do; they fail because they have bad habits. They do wrong because they have not the power of self-mastery when they are tempted. Cheerfulness is another moral quality which should be possessed by children. The cheerful man lives longer and accomplishes more than one who is morose and ill-natured. The habit of cheerfulness should be acquired by children at a very early age. It is the duty of parents to see that their children possess these and other moral qualities, quite as much as the teacher's."

"The teachers are somewhat responsible for the moral conduct of their children?"

"Undoubtedly, but the teachers must leave some of the responsibility to the parents. They can never take the place of the home, the church, and the Sunday school. The public schools must certainly leave a little of the responsibility of managing the children to the parents. Besides this, the petty criminals, the juvenile delinquents, do not come from the ranks of those who attend the public schools. It will be far nearer the truth to say that they come from the ranks of those who have not good homes. Good schools are of great value to a community but good homes can do for the children what good schools can never do."

"Do you think that the teachers do their work, in this respect, as well as the parents?"

"Quite as well, possibly better. Teachers spend most of their time in perfecting the scholarship of their pupils, but our intelligent teachers do realize that character is superior to scholarship, and they do try, as a rule, to teach children to be truthful and honest, and to respect the rights of others. They do give them habits of industry, regularity, and promptness. The habit of being behind time, in respect to one's duties and obligations, is one of the glaring evils of the day. It is an open doorway to crime, and men are tumbling over the uncertain line that is drawn between negligence and criminality every day by the thousand, and I am sure that the work which the public schools are doing in giving the pupils habits of punctuality and constancy in their attendance upon school, is worth more to the community than their cost."

"Do you think the teachers do all the good they can in this respect?"

"Certainly not. A perfect life is a better example than an imperfect life. We cannot claim that our teachers are quite perfect yet. Crookedness in the disposition, habits, and opinions of a teacher will be likely to induce crookedness in the pupils. Teachers should certainly possess something besides scholarship. Teachers should be selected with reference to their manners, their integrity, their force of character; or, in other words, in respect to the moral qualities they possess, as well as in respect to their scholarship. In this regard some of our

teachers are worth ten times as much as others. Our best teachers are not half paid for their services, our poorest teachers are overpaid. It is easy for a teacher to do more harm than good; indeed, I think we have some teachers in the state that are not worth dynamite enough to blow them up with. On the whole, I think we get more service from our teachers than we pay for. I suppose the average lady teacher in the country receives less than \$150 for her services per annum."

"Do the parents care as much for the religious training of their children as for the mental training?"

"As a rule, I am sure they do not. The parents are quite willing to see to it that their children attend day school and get their lessons. I believe that it is the common observation that they are not quite so anxious in respect to the Sunday school. I fear the children know a good deal more about the arithmetic than about the Bible." "That is true of the old folks, too."

"I found a Presbyterian elder, the other day, who could not tell me the names of the twelve apostles. He managed to miss five out of the twelve. People are not as keenly alive to the importance of moral training as they are to the importance of mental training: You tell the average man that his son is a brilliant scholar, but that he does not behave well, and you will make a friend of him; but if you tell him that his boy is good, but that he is a dunce, you will run imminent risk of getting knocked down."

"What is the chief agency in the degradation of our young people, so far as it occurs?"

"Well, I should say that bad literature is the devil's most powerful weapon in this work."

"Then an education means a good deal more than the mere acquisition of information?"

"Yes, sir, I have said as much as that a hundred times in public. Our best teachers understand very well that taking out a child's brains and stuffing the vacuum with a few books, is not education. As has been well said, if you train a man's body only, you make a magnificent brute; if you train his body and his mind, you make a magnificent scoundrel; and if you train his body, his mind, and his heart, you have a magnificent specimen of manhood. Right education will make manly men and womanly women. The school plays an important part in this work, but there are other agencies of just as much importance, and with which the responsibility must certainly be divided.—*Indianapolis News.*

OFFICIAL DEPARTMENT.

CONCERNING EXAMINATION OF CANDIDATES FOR STATE CERTIFICATES.

At a meeting of the State Board of Education, held September 30, 1878, the following scheme for the examination of candidates was adapted, namely:

First. The applicant shall present to the Board, at such time as it may direct, a full statement setting forth the name of the institution or institutions at which he has been educated, the courses of study he has pursued and completed, and the extent of the attainments which he has made, scholastic and professional. He shall also furnish satisfactory evidence, by reference, certificate, or otherwise, of the following facts: that he has taught, or supervised school work for at least fifty months, of which eighteen shall have been in Indiana; that, during this period, he has maintained, and does still maintain, an unspotted character, is industrious, temperate, pure, honest, and truthful; that he has attained high distinction as a successful educator, having not only ability to instruct, but also marked tact as a disciplinarian; and that he has so managed the school or schools under his charge as properly to develop the moral and intellectual character of his pupils.

Second. When the Board is satisfied, by a thorough examination of the evidences furnished, as to the moral and professional requirements above recited, they will then notify the applicant of the time and place of the second part of the examination, which may be oral or written, or both. Applicants must be prepared to pass a thorough examination in the following branches:

For License of Second Grade.—Reading, Writing, Orthography, Arithmetic, Grammar, Morals, Geography, including Physical G., United States History, Elements of Algebra, Plane Geometry, Elements of Physics, Elements of Zoology, Elements of Botany, Constitution of United States, Physiology.

Add for First Grade—Complete Algebra, Elements of Rhetoric, Elements of Geometry, General History, English Literature, Elements of Chemistry, Latin, embracing 2 Books of Cæsar and 4 Books of Virgil, or the equivalent thereof.

The following notice was ordered to be appended to the scheme, namely:

Notice is hereby given that for the examination of 1868–9, applicants must file with the State Superintendent of Public Instruction, on or before Dec. 10,

1878, such evidence as may relate to the points required in the first part of the examination above described. The State Board will notify such persons as may pass the first part of the examination to appear at a meeting of the Board, to be held at a subsequent time, for the second part of the examination.

The following resolution, embodying the opinion of the State Board in reference to the issue of State Certificates, was also passed:

Resolved, That the State Certificate is not intended as an instrument to enable its holder to gain a position in the profession, but is a testimonial for service already rendered, and of professional eminence already gained.

MISUSE OF COUNTY QUESTIONS.

The following letter was received by the Department of Public Instruction:

KENTLAND, Newton Co., Ind.. Aug. 19, '78.

Board of Education:

Owing to the great number of teachers to be examined in our county, it will be necessary to hold two examinations the last Saturday in this month.

I have been appointed to hold an examination in the east part of the county, so please send me to my home (Fowler, Ind., Benton county] enough questions to accommodate a class of 20 or 25.

Yours, etc.,

COUNTY SUP'T of Newton County,
Per O. O. CLARK, Fowler, Ind.

Oblige early.

Through the aid of the Post Office Department, this fellow was trapped and his name ascertained to be W. H. Wilson. It is learned that he has been forced to leave the county and the State.

JAS. H. SMART,
Superintendent of Public Instruction.

EDITORIAL.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

Do not send specie in a letter. If you cannot get scrip send postage stamps.

OFFICIAL.—The Official Department this month contains matter of general interest. The information in regard to State Certificates will answer many inquiries. The number of teachers in the state desiring this state certificate ought to be very large. The new departure of the board in making *success* a prominent requisite, will be commended by all who are familiar with the past history of state certificates.

The paragraph given concerning the theft of examination questions is but a small part of what the State Superintendent can give, and will give, at the proper time. Some months ago the theft and sale of these questions became quite a business in certain quarters of the state, but it is believed that the traffic has been effectually suppressed. The questions are now printed more than a thousand miles from Indianapolis, and are kept carefully under lock and key by the State Superintendent, and they are sent to the county superintendents in *sealed* envelopes.

THE QUAKERS AND EDUCATION.

All who are acquainted with the society of Friends, or Quakers, know that in years past no other church, as a church, took such interest in the education of its children as did this church. Years ago, when the public schools were less efficient than now, in every neighborhood where there was a Friends' church there was a Friends' school, and it was usually a good one, too. These church schools usually grew into academies and were extensively patronized by persons of other churches. They contributed more than most persons know towards the education of teachers before the day of normal schools and high schools. As a result of this educational sentiment which has been inculcated for years, perhaps no other church in this country can boast of a membership so universally and so well educated.

Since the public schools have become so efficient, the Friends' schools have generally failed. They still maintain schools in a few neighborhoods, and

one or two first class colleges. Earlham College, near Richmond, is under the control of this church, and it compares favorably, in its standard of scholarship, with the best colleges in the state.

The church, as such, has not grown educationally as rapidly as has the educational sentiment of the public at large. The public sentiment has almost overtaken it. As soon as the *free* schools made it unnecessary for them to labor and to sacrifice for their own schools, many of the people seemed to lose interest. If the membership at large would contribute annually to the endowment of Earlham College what they formerly contributed towards the support of private schools (now supplanted by free schools), that institution, in a few years, could be made self-supporting. The Friends should not stop *growing*.

PRAYER MEETINGS AND SCHOOLS.

The reader will doubtless be struck with the novelty of the caption of this article. What have prayer-meetings to do with schools? Are schools to be turned into prayer-meetings, or are the meetings to be turned into schools? Do not be excited; nothing very vast is to be suggested.

Prayer-meetings are held one evening each week in connection with almost every church. These meetings vary but little in their general character. They are usually attended and participated in by those members of the church who need their influence least. The time is usually occupied in offering prayer, and giving experience, and exhorting. What is said or done on one particular evening does not, as a rule, differ in any noticeable way from what is said and done on every other evening. The prayers are too often monotonous and pointless, being offered as a result of habit, or because they are *expected*. The experiences are repeated hundreds of times, varying but little in form, and not at all in substance. That such meetings are profitable to a certain class of persons, we do not deny; but that they are the most profitable, or that they reach large numbers of people that should be reached, we have serious doubts.

Religion is not what many seem to think it, something "grand, gloomy, and peculiar," a mere sentiment or feeling that never touches practical life, to be talked about and preached at church and on Sundays; but it is a living power that has to do with every act of one's life. Hence the necessity of making not only the sermons but the prayer or conference meetings common sense and *practical*. The preacher and the teacher are co-laborers; both have in view the same great end, viz: the upbuilding of character. The church and the school are inseparable. As preachers frequently give advice to teachers as to how they can better care for the child's higher self, they will excuse us for suggesting to them how they can more effectually help the teachers. Instead of the old time prayer-meetings, for which no one claims very great success, let them be conducted on something like the following plan. Let the pastor, in connection with a competent committee, select subjects or topics to be considered; let these be announced from the pulpit, and

the people urged to think upon them and come prepared to say something upon them. Let them be, in part at least, such topics as the following:

1. **Honesty**—what is its application to the details of business; how can parents best teach it to their children; in what ways do parents frequently teach their children to be dishonest? etc.

2. What should our homes be? how to keep our children in them; how to make them more attractive than saloons; what books should be read; what games should be played. Is a father excusable for spending his leisure evenings away from his own family? etc.

3. **Good Manners.** Good manners at church; whispering; coming late; going out before close of service; duty to strangers, etc.

4. What should we teach our boys; what in the way of a *trade*; what as to their education; what as to religion; how can they be taught to love that which is true, and pure, and good? What are we doing towards furnishing them healthful and innocent recreations? etc.

5. What should we teach our girls? Should they be taught to sew and to cook? Do they need as much education as their brothers? Should every girl be taught to be self-supporting? Is it absolutely essential that every girl should be taught to play on the piano, whether she have a taste for music or not?

These and hundreds of kindred subjects, could form the principal topics for consideration at these meetings, and the careful, prayerful christian discussion of them could but result in great good to all, and especially to the young. In this way the principles of religion may be applied to the details of every department of life, and thus can our homes be elevated and christianized.

Whenever parents learn to be as good christians at home as they are in church, and learn to train their children according to christian principles, the work of the teacher will be greatly facilitated, and the moral character of the child insured.

STATE TEACHERS' ASSOCIATION.

We give the programme complete, this month, for the next State Teachers' Association. So far as we can remember, this is the first time the programme has ever been given *complete* in the November Journal. The programme is certainly a good one: the variety of subjects is excellent, and the persons to whom they have been assigned will doubtless bestow time and labor upon them. One of the chief faults of former programmes has been that they were too full; too many subjects were presented, and no time was left for discussion. In this it will be noticed that only two subjects are presented in each half-day's session. This is as it should be, and now if those persons appointed to prepare papers will limit them to the time named by the committee, there will be plenty of time to hear from a great many persons on each subject. Let teachers take this programme, select the topics in which they feel most interest, study them carefully, and come to the Association prepared to say something upon them that will be profitable to those who listen.

As the Association is to be held at Fort Wayne, many teachers living in the southern and western parts of the State who have been accustomed to attend, will be kept away on account of the great distance and consequently great expense, and yet it is hoped that just as many from these sections as possibly can will attend, and thus prove their willingness to make a sacrifice occasionally for the sake of accommodating their northern brothers and sisters.

We have received many letters insisting that the Association should always be held at Indianapolis, on account of its central position. We agree that Indianapolis will accommodate more teachers than any other point, but by occasionally going to another point the Association carries its benefits to those who would never seek it, and thus enlists many permanent friends.

Although Fort Wayne is not centrally located, it has excellent railroad facilities, and being the third largest city in the state, is well worth visiting. The teachers in the northern part of the state should make a special effort to secure a large attendance.

HOW TO PRONOUNCE *THE* AND *A*.

Owing to the frequent mispronunciation of "the" and "a," and owing to the frequency with which we are asked how to pronounce them, we repeat what was said editorially in the November Journal of 1874:

"These two words, when spoken alone, are always pronounced *the* and *a*, giving the long sound to the vowels; but when they precede other words, and are not emphatic, they are shortened a little. The sound given is called the *obscure* sound.

Because children that have been poorly taught, sometimes in reading (they never do so in talking), separate these two little words too far from the words that follow, and give the long vowel sounds too distinctly, some teachers have tried to correct the fault by requiring the children to give the sound of short *æ* for each of these vowels. So the child, instead of saying *a* man, is taught to say *æ* man; instead of *the* horse, *thæ* horse, etc. Nothing could be worse. It is the height of absurdity, high authority to the contrary notwithstanding. The *e* and *a* retain their long sounds, except that they are rendered a little *obscure* by the following words, when pronounced in quick succession: The *quantity* is changed but not the *quality*. When these words are spoken alone they are always *the* and *a*, and when they precede another word they are "obscured" *naturally*. It is a waste of time to teach children to make them obscure. Teach them to read in an easy, natural tone of voice, and the proper sound comes of itself. A child never makes the mistake in conversation, and it will not in reading when well taught. Who ever heard a child say, in talking, 'I saw the horse look over the fence into the garden.' But even if it should be so spoken, that would not be half so bad as for him to say, 'I saw thæ horse look over thæ fence into thæ garden.' Teach children to read as they talk, and our word for it, the fault will take care of itself."

When the above was written the short *æ* theory was quite generally held

and practiced; at present it is generally discarded by all our best teachers. The child is simply taught to speak the word *the* or *a* in connection with the word to which it belongs. The two words, "the man," stand for a single idea, and the child should be taught to call them together almost as one word.

Time spent in teaching children to connect, *in thought*, these words (*the* and *a*) with the words they modify, is time well spent; time spent in teaching children the proper sound of these vowels is simply *wasted*.

ANNUAL STATISTICAL REPORTS OF COUNTY SUPERINTENDENTS—TOTALS FOR THE ENTIRE STATE.

The annual statistical returns of the county superintendents, as required by the school law, have now all been received by the State Superintendent of Public Instruction and tabulated for use in the report to be presented to the General Assembly. The returns were due September 15, and the majority of them were received on time.

The following synopsis of the reports gives the totals under the various headings, and presents an accurate statement of educational statistics for Indiana for the year ending September 1, 1878.

The pupils admitted into the schools within the year were:

White—Males, 267,315; females, 237,737; total, 505,054.

Colored—Males, 3,794; females, 3,687; total, 7,481.

Total, white and colored—Males, 271,084; females, 241,477; grand total, 512,561.

The average attendance of all children in the schools is 315,893.

The number of districts in which schools were taught is 9,346, and there are 34 districts in the state in which no schools are taught. This gives 9,380 as the total number of districts. Of colored schools there were 130 taught during the year, of district graded schools 306, and of township graded schools 151. The average length of school taught within the year, in days, was 117.23.

The teachers employed in the schools were: White—males, 7,977; females, 5,699. Colored—males, 62; females, 43. Total, 13,781.

The account of revenue for tuition is as follows: In hand, Sept. 1, 1877, \$2,060,068.94; received in February, 1878, \$1,351,641.76; received in June, 1878, \$1,432,752.67; miscellaneous receipts, \$131,411.50; total revenue for tuition, \$4,975,874.87. Amount expended since Sept. 1, 1877, \$3,065,968.20; now on hand, \$1,910,062.09.

Amount of special school revenue: On hand, Sept. 1, 1877, \$846,449.57; amount since received, \$1,624,429.20; total, \$2,470,878.78; expended since Sept. 1, 1877, \$1,585,942.88.

Number of school houses: Stone, 89; brick, 1,724; frame, 7,608; log, 124; total, 9,545. Estimated value of school houses, including grounds, seats, etc.,

\$11,282,248.89; estimated value of school apparatus, viz: globes, maps, etc., \$254,398.50; total estimated value of school property, \$11,536,647.39. Total estimated special school tax, \$1,237,171.98.

Number of volumes in township libraries, 233,542; volumes taken out during the year, 281,439; volumes added to libraries, 6,338.

Amount paid trustees for managing educational matters, \$79,149.32; school houses erected during the year, 411; value of school houses erected during the year, \$424,304.99.

Report of private schools: Number of private schools taught in public buildings, 618. Teachers—Males, 238; females, 436; total, 674. Number pupils admitted within the year, 13,516; average daily attendance, 9,087.

Number of township institutes during the year, 4,548.

THE STATE SUPERINTENDENT.

Since the issue of the last Journal the State election has occurred, and the general results are known to all. James H. Smart was re-elected for his third term as State Superintendent of Public Instruction. This is the first instance in the history of Indiana that any state officer has been returned for his third term, and it is certainly complimentary to Mr. Smart. He ran something more than 1,700 votes ahead of his ticket. In determining how much a man runs ahead of or behind his ticket, the *head* of the ticket is always taken as the standard of comparison. Two years ago, as compared with the vote for governor, Mr. Smart ran ahead of his ticket about 2,500. This year he is compared with the secretary of state. By comparing his vote with that of secretary of state in both instances, he is about 200 votes more popular now than he was two years ago. The fact that Mr. Smart thus led his ticket demonstrates two things: (1) That he has made an efficient officer, and (2) that teachers do not consider the state superintendency a political office, and vote independently. It does *not* prove that his opponent was an incompetent man. Mr. Smart's extensive and favorable acquaintance gave him a decided advantage over almost any one that could have been nominated against him. In our judgment, no one could have been nominated who could have prevented him from running ahead of his ticket.

It is gratifying to be able to say that neither Mr. Smart, Mr. Merrill, Mr. Young, nor their respective friends, made use of any personalities or unfair means at any time during the campaign, so far as we have been able to learn. This is as it should be.

Mr. Smart will enter upon his third term of office with a host of warm friends ready to assist him in all good undertakings.

MANY of our readers will be specially interested in Miss Merrill's article this month; especially will the ladies be. While the article is not strictly "professional," it is so full of good and helpful thoughts that no one can read it without profit. Miss Merrill's opinions on matters of literature are valuable.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR SEPTEMBER, 1878.

WRITING—*Specimen of Penmanship.*

“’Tis not the trees’ shade, but cloudy glooms,
That on the cheerless valleys fall,
The flowers are in their grassy tombs,
And tears of dew are on them all. 50

1. What is the best method of holding the pen while learning to write? 10.
2. Give the length of the following letters above and below the base line:
g, y, p, f, q. 5 pts., 2 each.
3. What is an angular joining? 10.
4. What is a turn? 10.
5. Analyze the letters in the word “right.” 5 pts., 2 each.

NOTE.—The applicant should be required to copy the specimen of penmanship in ink. It should then be marked upon from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

READING.

“What do the little birds do at night,
When the sun in the west sinks out of sight?
Heads under their wings, they go to sleep,
And the last they say is peep-peep-peep.”

Monday Morning Papers. Henry Holt.

- (a) Tell how you will teach children to read any new word in this lesson at sight.
- (b) Tell how you teach them to spell any new word by letter.
- (c) What words in this lesson should be spelled by sound?
- (d) Why should pupils learn to spell any of these words by sound?
- (e) What mental picture is suggested to your mind by this stanza? 5 pts., 20 each.

ARITHMETIC.—1. What principles are involved in dividing one fraction by another? 10.

2. If 4-5 of a bushel of oats is worth $\frac{2}{3}$ of a bushel of corn, what is the cost of a bushel of oats when corn is $\frac{3}{4}$ of a dollar a bushel?

Anal. 8; ans. 2.

3. Divide three thousand one hundred twenty-five millionths, by one hundred twenty-five ten millionths.

Notation 5; ans. 5.

4. I have three rooms, the first of which is 16 feet wide, the second 20 feet, and the third 24 feet. What is the greatest width of carpeting which will exactly fit each room?

Proc. 8; ans. 2.

5. I sold one half of a lot of goods which cost me \$456 at a loss of 25 per cent, and the other half at a profit of \$69.54; what was the gain per cent on the whole transaction?

Proc. 8; ans. 2.

6. In what time will \$100 amount to \$200 at 8 per cent simple interest?

Proc. 5; ans. 5.

7. For what sum must a note be made that is to run 57 days at 6 per cent to obtain \$650 from a bank?

Proc. 8; ans. 2.

8. What are the commercial names of the parties to a draft? 10.

9. What is the difference between a ratio and a proportion? 10.

10. When only one partial payment has been made upon a note how do you compute the interest? 10.

GEOGRAPHY.—1. What is the shape of the earth? 10.

2. Describe an iceberg. Where are icebergs largest and most numerous? 2 pts., 5 each.

3. Upon what points does climate depend? 5 pts., 2 each.

4. Explain the formation of deltas, and name the largest delta in North America. 2 pts., 5 each.

5. (a) Trace a probable route by which materials can be sent from Indianapolis to Washington by rail, (b) and thence by water to Paris.

a=5; b=5.

6. Through what states and territories does the line of the Union and Pacific R. R. run? 5 pts., 2 each.

7. Name the states that were formed from the "Northwest Territory," in the order of their admission into the Union. 5 pts., 2 each.

8. How many counties are there in Indiana? 10.

9. What two important cities are on the river Tagus? 2 pts., 5 each.

10. Name the chief political divisions of Great Britain, and the capital of each. 8 pts. Take off $1\frac{1}{2}$ for each pt. omitted.

GRAMMAR.—1. If two expressions of the same thought are equally grammatical, how would you determine which is to be preferred? 10.

2. State the difference between a preposition and a conjunction. 10.

3. Give the different uses of the present participle. 10

4. (a) State the difference between a complex sentence and a compound sentence. (b) Illustrate by examples. a=6; b=4.

5. Write the first person, plural number, passive form, indicative mood, in all tenses, of the verb *rise*. 10.

6. Why is the expression, "*in the midst of us*," to be preferred to "*in our midst*?" 10.

7. Designate the subject, the predicate, and the modifiers of each, in the sentence: "So Mahomet and the mountain meet, it is no matter which moves to the other." 10.

8. Parse the italicized words in the sentence: "My son is *either married, or is to be*." 5 pts., 2 each.

9. (a) Write two rules for the use of the *interrogation point*.

(b) Illustrate by sentences. a=6; b=4.

10. Correct the following, and give reasons for the corrections: "You are stronger than me, and I cannot work like you do." 10.

HISTORY.—1. In the latter part of the 15th century and the first part of the 16th, the great purpose of navigators was to find a water route to India. Why was this so? 20.

2. (a) Who were the Huguenots? (b) When, (c) where, (d) and why did they make settlements in the U. S.? 4 pts., 5 each.

3. What was the effect of Burgoyne's surrender upon the American cause? 20.

4. (a) When was Texas annexed to the United States?

(b) What important event grew out of its annexation? a=5; b=15.

5. Name the members of President Hayes's cabinet, with the office of each member. 20.

PHYSIOLOGY.—1. Give the use of three things which are necessary in the formation of a movable joint. 3 pts., 4, 3, 3.

2. Name five inorganic substances used as food, and five organic substances. 10 pts., 1 each.

3. (a) Why are muscles classified as voluntary and involuntary?

(b) Name one of each class. a=6; b=2 pts., 2 each.

4. Name the steps through which the organic food must pass before it becomes a part of the tissues of the body. 4 pts., 2½ each.

5. (a) Name the four cavities of the heart.

(b) Which of these cavities contain pure blood?

a=4 pts., 2 each; b=2 pts., 1 each.

6. By what 2 kinds of vessels is the food absorbed? 2 pts., 5 each.

7. Name the parts of the brain, and locate each. 4 pts., 2½ each.

8. What means would you use to recuscitate a person who had been drowned? 10.

9. Where would you bandage the arm to prevent the flow of blood from a wounded vein? 10.

10. Why do lamps burn dimly in a badly ventilated room? 10.

THEORY AND PRACTICE.—1. What is the chief object of punishment in school? 20.

2. (a) What are the characteristics of effective punishment?

(b) Name two or more. a=10; b=10.

3. (a) What would be natural punishment for tardiness?
 (b) For profanity on the play ground? a=10; b=10.
4. What is your opinion of the propriety of inflicting upon a pupil such personal indignities as pulling the hair or boxing the ears? 20.
5. What is your opinion of the propriety of applying to pupils such epithets as "dunce," "blockhead," "liar," etc.?

INDIANA STATE TEACHERS' ASSOCIATION.

Programme for the Twenty-Fourth Annual Session, to be held at Ft. Wayne, in the Central Grammar School, January 1, 2, 3, 1879.

WEDNESDAY EVENING, JANUARY 1.

- 7.30. Organization and Opening Exercises.
 Address of Welcome, Hon. A. P. Edgerton, Pres. Board of School Trustees, Fort Wayne.
 Response by the retiring President, J. H. Martin, Superintendent City Schools, Franklin.
- 8.20. Inaugural Address by the President elect, John M. Bloss, Superintendent City Schools, Evansville.
 Appointment of Committees.

THURSDAY MORNING.

- 9.00. Opening Exercises.
- 9.15. Moral Teaching in Schools, L. B. Swift, Superintendent City Schools, Laporte.
 Discussion: Leaders, Charles K. Latham, Principal Central Grammar School, Fort Wayne; Geo. P. Glenn, Superintendent City Schools, Kendallville.
- 10.30. Recess.
- 10.45. Do our High Schools Teach the Children of the Rich at the expense of the Poor? W. A. Bell, Editor School Journal, Indianapolis.
 Discussion: Leaders, John Cooper, Superintendent City Schools, Richmond; Jacob T. Merrill, Superintendent City Schools, Lafayette.
- 11.50. Miscellaneous Business.

AFTERNOON SESSION.

- 2.00. Science in the Lower Grades, Charles R. Dryer, M. D., Teacher of Science, Fort Wayne.
 Discussion: Leaders, D. W. Dennis, Teacher of Sciences, Richmond; Rev. W. F. Yocum, President Fort Wayne College.
- 3.00. Recess.

3.10. Are our Public Schools Godless Schools? Lemuel Moss, D. D., Pres. State University, Bloomington.

Discussion: Leaders, James Baldwin, Superintendent City Schools, Huntington; T. J. Charlton, Sup't City Schools, Vincennes.

4.30. Appointment of Committee on Officers.

EVENING SESSION.

7.30. Address, James B. Angell, LL. D., Pres. University of Michigan, Ann Arbor, Michigan.

FRIDAY MORNING.

9.00. Opening Exercises.

9.15. What Knowledge is of most worth? H. B. Brown, Pres. N. Indiana Normal School, Valparaiso.

Discussion: Leader, J. W. Caldwell, Sup't City Schools, Seymour.

10.30. Recess.

10.45. How can the Public Schools, in all their Grades, best be made means of Culture for the Pupils? George P. Brown, Toledo, O.

Discussion: Leaders, Miss C. B. Sharp, Principal Jefferson School, Fort Wayne; L. H. Jones, principal of Training School, Indianapolis.

11.50. Miscellaneous Business.

AFTERNOON SESSION.

2.00. How can the Country Schools be Graded to the best advantage of the Pupils? J. C. Macpherson, Superintendent of Wayne County.

Discussion: Leaders, W. B. Chrisler, Editor of "The Teacher," Bedford; Cyrus Cline, Superintendent of Steuben County.

3.10. Recess.

3.20. To what extent can Industrial Technology be taught in our Public Schools? E. E. White, LL. D., Pres. Purdue University, Lafayette.

Discussion: L. S. Thompson, Teacher of Drawing, Purdue University.

4.30. Reports of Committees and Officers. Miscellaneous Business.

In accordance with the instructions of the Association, each paper is limited to thirty minutes, and each leading discussion to ten minutes. It is hoped that the *general* discussions will be, *in fact, general*, as well as short and pithy.

SPECIAL RAILROAD FARES.

The Committee has obtained the following rates from the roads mentioned:

J. M. and I. R. R., full fare going, return free on Secretary's certificate.

C. C. C. and I. R. R., full fare going, return 1 cent per mile on Sec. cer.

† I. B. and R. R. W., 5 cents per mile one way, for round trip.

E. T. H. and C. R. R., \$8.50 for round trip between Terre Haute and Fort Wayne.

† G. R. and I. R. R., round trip ticket $1\frac{1}{3}$ fare for one way.

† Wabash R. R., † L. C. and S. R. R., and † C. W. and M. R. R., round trip ticket for 1 1-5 fare one way.

† B. and O. R. R., † F. W. J. and S. R. R., † P. C. and St. L. R. R., and † I. and V. R. R., round trip ticket at 2 cents per mile.

P. F. W. and C. R. R., I. and St. L. R. R., and Vandalia, regular round trip tickets.

For all roads marked † teachers and others, to have the reduction, must present to the ticket agent proper certificates to be procured from the chairman of the Executive Committee. Those desiring the advantage will please advise him, if possible, by the first of December, that he may procure the certificates from the railway officers.

It is advisable that those who are not already members should send the initiation fee with their application; for ladies, 50 cents; for gentlemen, \$1.

Hotel Fares.—Aveline House, \$2 per day; Robinson House, \$1.50 per day; Mayer House, \$1.50 per day; Grand Hotel, \$1.25 and \$1.50 per day; Custer House, \$1 per day; Tremont House, \$1 per day. Private Boarding Houses, of which there are several very excellent ones, from 75 cents to \$1 per day.

These reductions will be accorded to persons presenting the Secretary's Certificate of Membership.

JOHN S. IRWIN, Chm'n Ex. Com.,
Fort Wayne.

EDITORIAL CONVENTION.—The Southern Indiana Press Association met at New Albany, Oct. 24, 25. The meeting was very respectable in number, and was enjoyable in the extreme. New Albany, which was for many years the largest city in the state, has many attractions. The "nobs," which border it on the west and north, rising to the height of several hundred feet, afford some of the finest views to be found in the Mississippi valley. The plate-glass works located here, described a few months ago in the Journal, are the most extensive in the United States. These and other large manufacturing interests attracted attention. The schools were visited by the editors, and pronounced *good*. The writer has visited these schools twice within the last year and says, without hesitation, that the people of New Albany have reason to be proud of them. H. B. Jacobs is the superintendent. The citizens did everything within their power to make the visit of the editors pleasant. The public reception in the Opera House, and the supper at the Central Hotel, were grand affairs. The editors will not soon forget the kind treatment and the unsurpassed hospitality of the good people of New Albany.

FOUR HUNDRED women entered the University of London last fall, as students. Even the Old World moves.

A CARD.—To the many Teachers, Trustees, Booksellers, and other friends in Indiana, who have favored me with correspondence and patronage during the past eight years in which I have represented the publishing house of Messrs. Harper & Brothers, I take this method of returning my *sincere thanks* for their uniform kindness and courtesy extended to me, and to state that I have retired from the agency business. My address, for the present, is Room No. 1, Hubbard's Block, Indianapolis.

Very truly,

J. M. OLCOTT.

The above card will be a surprise to most of the readers of the Journal. Mr. Olcott has a larger personal acquaintance than perhaps any other man in educational circles, in the state, and he can count his friends by the score. He has always been a hard worker, and the assistance he has given in teachers' institutes, in connection with his agency work, has been unusual and highly appreciated by both teachers and superintendents. If his withdrawal from the agency work shall prove permanent, the state will lose one of its most efficient institute workers.

THE Jeffersonville, Madison, and Indianapolis Railroad is the most direct route South from the central part of the State. At Louisville close connection is made for Nashville, Memphis, and other southern cities beyond. The Indianapolis and Madison part of the road is the oldest railroad in the State. To see the train descend and climb the "High Hill," near Madison, is worth a trip of many miles.

HUNTINGTON.—Perhaps no other schools in the state are doing so much as the Huntington schools towards teaching the children how to become independent, thoughtful readers, and how to use books. We know of no other schools in which the pupils in the higher grades make so much use of a good reference library. The high school has begun the publication of a weekly paper, printed with the electric pen. It is very neat and very readable. Send a nickel and get a copy.

THE Secretary of the Indiana College Association writes the following, which explains itself: "Owing to the inauspicious time (inauspicious so far as *colleges* are concerned) and somewhat out-of-the-way place of holding the next meeting of the Indiana State Teachers' Association, the Executive Committee of the Indiana College Association have determined to hold the session of the latter body in Indianapolis, on the 26th and 27th of December next. In the next number of the *School Journal* a full programme of exercises will be published."

UNION CITY.—The schools of Union City, under the superintendency of J. C. Eagle, are represented by a good judge as being better than ever before.

CONNERSVILLE schools full and doing well—teachers' wages not reduced a cent. J. L. Rippetoe is superintendent.

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

The State Convention of County Superintendents met in the high school building, Indianapolis, October 1, 1878. The Convention was organized by electing State Sup't Smart chairman, and L. P. Harlan secretary. The following county superintendents were present: L. P. Harlan, Marion county; J. A. C. Dobson, Hendricks; G. W. Ramage, Monroe; S. W. Axtel, Greene; E. B. Thornton, Lawrence; E. R. Brundick, Dubois; Cyrus Cline, Steuben; J. L. Noblitt, Orange; I. E. Youngblood, Warrick; A. C. Goodwin, Clark; J. W. French, Posey; George Bowman, White; B. M. Blount, Tipton; J. H. Pate, Ohio; R. I. Hamilton, Madison; W. E. Bailey, Marshall; David Moury, Elkhart; W. P. Smith, Hancock; H. G. Wilson, Cass; J. C. Macpherson, Wayne; L. M. Crist, Union; H. N. Short, Morgan; U. B. McKinsey, Hamilton; J. S. Gamble, Fayette; T. H. Britton, Carroll; S. D. Crane, Lagrange; W. H. Caulkins, Tippecanoe; O. M. Todd, Delaware; John Carney, Jennings; James A. Marlow, Sullivan; S. L. Major, Shelby; W. M. Vandyke, Ripley; F. P. Conn, Vanderburg; R. C. King, Owen; George T. Herrick, Wabash; J. M. Bowman, Warren; I. W. Richards, Switzerland; D. M. Beck, Brown; S. K. Bell, Jay; John Whitman, Pike; A. J. McCune, Jackson; P. B. Triplett, Clay; J. B. Blount, Rush; C. R. Cory, Franklin; Enoch Myers, Fulton.

The following members of the State Board were present: Prof. James H. Smart, Superintendent of Public Instruction; Dr. John S. Irwin, Ft. Wayne; Dr. Lemuel Moss, President State University, Bloomington; Prof. J. M. Bloss, Evansville; Dr. E. E. White, Purdue University; Prof. H. S. Tarbell, Indianapolis. In addition to these, W. H. Wiley, of Terre Haute, J. T. Merrill, of Lafayette, the Editor of this Journal, and the teachers' special friends, the book agents, lent their presence and assistance.

Sup't Smart, in his address, urged the importance of skilled labor in the school room. He said that good houses, good furniture, good maps, charts, etc., were very desirable, but of themselves would not make good schools. The teacher makes the school. He insisted that teachers ought not to learn their profession at the expense of the children, and called upon the superintendents to do their full duty, and stand between the children and poor teachers.

Much time was spent in consultation with the members of the State Board in regard to the questions for examination. The superintendents made some suggestions and some criticisms, but the feeling was general, if not universal, that the questions, in the main, are good, and the Board was urged to continue them and to continue the present practice of indicating values for different parts of questions. The superintendents voted in favor of adding to the present list five questions on Orthography.

The principal exercises, in addition to the above, were given by W. H. Wiley, superintendent of the Terre Haute schools, on the relative advantages and disadvantages of country and city schools, S. D. Crane, on How to do mischief in visiting schools, and A. C. Goodwin on Teachers' reports to

superintendents. The main points in these exercises will be given in the next Journal.

The meeting was as full of interest as such meetings usually are. It was decided to hold the next meeting next June.

STATE FAIR EDUCATIONAL EXHIBIT.

Nothing connected with the State Fair (except, perhaps, the horse races) attracted more attention than did the school products, showing what the boys and girls are doing in our schools. It is true that the first and most valuable work of the school room can never be exhibited to the eye, as that work is intellectual and spiritual; but the methods and results can be shown, and the progress indicated. This being the first attempt of the kind at a state fair the number of places participating was comparatively small, but all pronounced the exhibit *creditable*. Work was on exhibition from Indianapolis, Evansville, Terre Haute, Logansport, Michigan City, Goshen, Shelbyville, Bluffton, Hendricks as a county, and Purdue University. It is to be hoped that teachers and superintendents will begin *now* to get ready for the exhibit next year. A general comparison of work can but result in good, and the increased stimulus will be valuable to both teachers and pupils. Every county and every city should be represented.

Mr. Ragan, of the State Board of Agriculture, and Mr. L. P. Harlan, sup't of Marion county, deserve special thanks for systematizing and supervising this exhibit.

SPICELAND ACADEMY is reported in good condition this year—the attendance is good, the order good, the facilities in the way of a reference library increased, and the old characteristic of thoroughness maintained. The school is under the general direction of Clarkson Davis, with Ludovic Estes as head teacher.

THE Public School building at Danville (not the Normal building) was recently burned. It was insured, and will be rebuilt at once. In the meantime, the schools continue in rented quarters in different parts of the town.

THE articles concluded this month, on "Preparation for the Discovery of America," prepared by students in the State Normal School, under the direction of Prof. C. W. Hodgkin, are certainly valuable to the student of history.

J. C. CHILTON suggests that it would be a good step for the teachers of the state interested in the subject to form, in connection with the State Association, a Scientific Association. Why not? Let those interested correspond with Mr. Chilton, at Orleans.

A. H. ELWOOD, principal of the Brookston Academy, is trying to arrange for a grand educational rally at Brookston, some time in December.

F. M. HUFF, superintendent of Huntington county, sends out a circular to his teachers that contains many valuable suggestions.

INSTITUTES.

OHIO COUNTY.—The Teachers' Institute met at Rising Sun, Aug. 26, 1878, under the successful management of J. H. Pate, county superintendent. The lectures given by Mr. Stultz, to the training class, being plain, pointed, and freighted with good thought, were listened to with interest and profit. The method of outlining the subject, presented by Mr. Sherman, commended itself to every thoughtful teacher. It is worthy of note that the work of the Institute grew in interest to the last. Teachers soon learned that it was essential to be in the front and wide awake. The instructors wisely permitted no teacher to sit with visitors. The method of voluntary reciting was indulged in, yet an occasional draft was made, thereby giving each teacher all the advantage possible to be derived. The third volume of the Institute Paper appeared under the efficient management of Miss Lottie Latham. Prominent visiting teachers were in attendance. M.

HUNTINGTON COUNTY.—The Huntington County Teachers' Institute convened at Huntington, Sept. 30, 1878. Number of teachers enrolled, 121. Attendance good, and instruction of the highest character was given by Prof. J. A. Reubelt, President of Denver College; Prof. V. Butler, Huntington Normal School; Geo. P. Brown, former Superintendent of Indianapolis public schools; and W. A. Bell, editor of the School Journal. Evening lectures were given by Rev. A. A. Brown, of Huntington, W. A. Bell, and Jas. H. Smart. The daily exercises were interspersed by reading papers and essays upon School Classification, How a man can become educated, Influence of home upon pupils, The child, Methods and plans of Government, etc., which added much to the interest of the Institute. I will say we had a good time, all seemed to enjoy it, and our hopes are that the schools will be benefited by having met once more at the annual feast.

F. M. HUFF, Co. Sup't.

WAYNE COUNTY.—The fourth session of the Summer Normal of this county opened on the 15th of July. The attendance on the first day exceeded the enrollment of the first year, and the total enrollment reached 118. The Normal has been steadily growing in numbers, character, and usefulness. C. W. Hodgkin, of the State Normal School, and W. W. White, of Dublin, were again the principal instructors. A model primary school was conducted by Miss A. M. Freeland, of Princeton. The work this year was divided into two departments: One, elementary, having special reference to preparation for teaching; and the other devoted to advanced studies.

The regular County Institute followed the four weeks of Normal, beginning August 12. The enrollment was increased by 100. Profs. Hodgkin, White, and Cooper, of Richmond, were present as regular instructors. G. P. Brown, W. C. Barnhart, of Richmond, Sup't Timothy Wilson, of Henry county, N. F. Harper, Hon. E. E. White, and Daniel Hough each spent a day with us. Several of the teachers presented essays, and the county superintendent gave

an explanation of the school law, regulations and plans for county work. Evening lectures were delivered by Rev. Mr. White, of Cambridge City, Sup't Wilson, C. W. Hodgin, and Pres. E. E. White. On Wednesday evening the citizens of Centreville and members of the Institute met in social reunion in City Hall. Rev. Mr. Endres, of the Richmond School Board, delivered a stirring address on Friday morning. The attendance exceeded that of the very large Institute of 1875, which was considered the largest up to that time. The spirit of quiet earnestness and the systematic order, together with this large attendance, were the characteristics of the session this year. On Friday afternoon and Saturday 133 were examined. *

THE Marengo Normal began July 22, 1878, and continued four weeks, up to the county institute, with an attendance of forty-three. The common school branches were reviewed thoroughly; also, we had classes in Music, Algebra, Natural Philosophy, and Elocution. Theory and Practice was also taught. Four evening lectures: "Happiness," Rev. J. Breeden; "Life's Duties and Responsibilities," Rev. I. K. Haskins; "Temperance," Rev. E. Hughes; "Our Common Schools," J. L. Suddarth, LL. D. Lectures on Physiology, before the school, by Wm. Daniel, M. D. J. M. JOHNSON.

LAGRANGE COUNTY.—The Institute convened Oct. 7, at Lagrange. Enrollment, 167 teachers and 39 visitors. Sup't Crane presided, and Frank D. Dragoo was secretary. The attendance was prompt and regular, and the general interest and spirit were good, as is usually the case in this county. Persons who travel extensively rank Lagrange county teachers high as compared with other teachers. S. D. Crane makes a very efficient county superintendent, and there is a large number of good schools and good teachers in the county. The principal instructors were Miss Callie Vineyard (elocution), A. M. Baker, A. D. Mohler, Geo. Veasey, E. S. Edmunds, George P. Brown, J. M. Olcott, W. Taylor, W. W. Weatherly, and the superintendent. The teachers were well pleased with the week's work. Among other resolutions, the following was adopted: *Resolved*, That we will do all in our power to promote among our pupils a spirit of general reading, of the best authors. * *

INSTITUTES will be held as follows:

- Nov. 4. Starke co., Knox, Oliver Mussulman.
- " 11. DeKalb co., Waterloo, J. A. Barnes.
- " 18. Steuben co., Angola, Cyrus Cline.
- Dec. 16. Fountain co., Covington, W. S. Moffett.
- " 23. Knox co., Vincennes, J. W. Milam.
- " 23. Marshall co., Plymouth, W. E. Bailey.
- " 30. Lake co., Crown Point, W. W. Cheshire.
- " 30. Johnson co., Franklin, J. H. Martin.
- " 30. Miami co., Peru, W. S. Ewing.
- " 30. Jennings co., North Vernon, John Carney.

PERSONAL.

George W. Worley, of Silver Lake, takes a department in the Brookston Academy.

Prof. John C. Freeman, of Chicago, who was elected to the Chair of History in the State University, at the annual meeting of the Trustees, has accepted the place, but will not enter upon his duties till next year.

Isaac Miller, superintendent of the Floyd county schools, is teaching for a term: he is principal of the Edwardsville schools. It is feared that the commissioners of Old Floyd do not appreciate the work of the county superintendent, or they would not only permit but *require* him to spend all his time in the interest of the country schools.

W. A. Jones, president of the State Normal School, has been in ill health for some time, and at a recent meeting of the board of trustees offered his resignation. This was not accepted, but he was granted leave of absence till he recovers. It is believed that a vacation of a few weeks will be sufficient.

J. M. Wallace, superintendent of Bartholomew county, has been seriously sick since the beginning of the school year. He has the sympathy of a large circle of friends throughout the state.

Milton Garrigus, late superintendent of Howard county, has been elected State Senator. He will be a firm friend of school interests.

Prof. S. S. Hamill, the elocutionist, has determined to make Chicago his future home, but has decided not to locate there for a few months yet. He is at present at Greencastle. Ind.

It is understood that A. C. Shortridge will take the agency of Harper & Brothers for Indiana, with headquarters at Indianapolis, in place of J. M. Olcott, whose card of withdrawal is found elsewhere.

G. I. Reed, editor of the Peru Republican and late president of the Peru School Board, has been elected to the Legislature. The schools will have no firmer friend in the House.

J. D. Williams (not our governor), of Chicago, has the agency for Clark & Maynard, *vice* Abram Brown, resigned.

W. W. Cheshire, of Crown Point, has been elected superintendent of Lake county, *vice* J. McAfee, resigned.

A. P. Allen and Theodore Menges have control of the Bloomfield school this year.

M. H. Notsinger has become editor and proprietor of the Pendleton Republican. Of course he has a good educational department.

The many friends of Hiram Hadley, readers of this Journal, will be pained to hear of the death of his wife. Mrs. Hadley was a woman of many christian virtues, and was most loved by those who knew her best.

BOOK TABLE.

BEARD'S HISTORY OF THE UNITED STATES, revised by C. E. Bush. Philadelphia: Cowperthwait & Co. F. S. Belden, 25 Washington st., Chicago, Western agent, 350 pp.

Aside from the excellent paper, type, maps, and illustrations, the chief characteristics of this book are (1) the excellent analysis in diagram form that precede each division of the book; (2) the importance that the author gives to causes and results to the exclusion of unimportant details. The maps show every place mentioned in the text. The Review questions, and the chronological tables are full and valuable.

THE YEAR BOOK OF EDUCATION, for 1878. New York: E. Steiger.

This volume of some 400 pages is a sort of supplement to the "Cyclopædia of Education," published by the same House last year. The information given in regard to the general condition of Education in both the New and Old Worlds, is valuable to any teacher who desires to keep abreast with the progress of his profession. Mr. Steiger deserves the thanks of the educators of this country for what he has done and is doing for education, especially for what he is doing for Kindergarten work.

PRIMER OF DESIGN, by Charles A. Barry. Boston: Lee & Shepard.

The main purpose of the above little book is to give aid to teachers of drawing, especially to those who are learners themselves. The text and the illustrations are both simple and intelligible to any one who will try to understand. The book will certainly be useful and helpful to any teacher who wishes to begin at the beginning and teach according to principle.

THE SAMPLE BOOK of the Eclectic System of Penmanship, containing about 200 copies (all grades), is a desirable book for any teacher wishing to use copies. The copies are taken from the copy-books and show, in small space, what the system is.

THE ASBURY MONTHLY, published at Greencastle, is a new magazine, intended to reflect, as far as possible, the life and work of Asbury University. Judging from the first two numbers (September and October), we heartily commend its spirit and its matter. While it is of special interest to the friends of the University, its general literary character commends it to the general reader. Prof. T. J. Bassett has the management of the paper.

TAYLOR & Co., of Indianapolis, have just published a New Pocket Map of Palestine that should be in the hands of every Sunday-school teacher in the land, unless he already has a similar one. It is sufficiently large, full, and accurate for all ordinary purposes, and is remarkably cheap.

BUSINESS NOTICES.

BEST CHANCE YET OFFERED.

SPECIAL OFFER.—Any one sending us two names for the JOURNAL at regular price, \$1.50 each; or four names at club rates, \$1.35 each, between this and Jan. 1, 1879, will receive in return the School Journal Map of Indiana. See description of this Map.

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Texas, on entering the Union, having considerable population and an established government, reserved the entire control of her vast public domain, for internal improvement. The certificates, or land warrants which she has issued are the same, and furnish as complete a title to the land as those issued by the United States government.

We have for sale a limited number of Texas land warrants for 640 acres each. These warrants were issued by the government for recent internal improvements, and owing to the stringency of the times the holders offer them for a short time, at this extremely low price in order to realize without delay. These warrants can be located on any government lands in the state (of which there are nearly 50,000,000 of acres), taking the odd numbered sections. The even numbers are reserved for the school fund, and cannot be purchased from the state at less than \$1.50, gold, per acre. The warrants can be located on alternate sections, the land being identically the same as the school land in every particular. There are about 240 counties in the state, and about 190 contain more or less public lands.

We will make, to those desiring it, a copy of the land commissioner's report, showing the number of acres of vacant land in each county. This presents an opportunity for married or single men, young ladies, school teachers, mechanics, or laboring men, to secure a square section of 640 acres of the best land ever illumined by the rays of the sun, for the sum of *one hundred and fifty dollars*, or about 23 cents per acre.

Texas has about 3000 miles of railroads, and another thousand in process of construction; its school fund is thirty millions of dollars, far exceeding that of any other state in the Union; its taxes are limited by the constitution, and are the lowest of all the states in the Union; its population is increasing by immigration alone at the rate of 250,000 per annum; its climate is exceedingly healthful—the annual mortality list being less than 16 to 1000! The State Medical Association aver that not a case of pulmonary consumption ever originated in the state.

Its vast extent of territory makes it an empire in itself. Two hundred such states as Rhode Island could be carried out of it, with scraps enough left to make another New England.

Its agricultural resources are truly wonderful. For the last few years it has furnished from one-seventh to one-sixth of the entire cotton product of the United States; at the same time the cereals of our western states are equally productive in Texas.

The title to the lands located with these warrants is *absolutely perfect*. Two or more persons can unite in the purchase of a warrant, if desirable. Many persons who have bought, have already sold or traded their lands (often to actual settlers) at a large advance—in many instances at \$3 to \$10 per acre. Whether you hold the warrants or locate the land, the investment is certain to yield a handsome profit. There is no trouble about locating. Each county is a land district in itself, and has its land surveyor, who (if not convenient for you to select your land in person) will give you full information, locate your warrant, and furnish a map of your land, for a small fee fixed by law. Remittances can be made either by express, or bank draft, or we will send the warrants by express, C. O. D., the purchaser paying return charges on the money. We send map of Texas free, and will furnish any further information so far as we are able. By permission, we refer to the Editor of this Journal.

TAYLOR & CO.,

16 and 17 Bates Block, Indianapolis, Ind.

SHAKSPEARE'S TRAGEDY OF HAMLET, edited by William J. Rolfe, A. M. New York: Harper & Brothers. J. M. Olcott, Indianapolis.

The youth who has reached the point where he begins to appreciate Shakspeare, has indubitable proof of advance in culture. Many a tyro is charmed with the word jingle of Poe, or the soft sentimentality of Moore, when he has no relish for Shakspeare. So peoples at large. Shakspeare is growing on the American people; they are becoming more cultivated. Such works as Mr. Rolfe's will help this growth. By means of his discriminating notes the text is more sharply defined, and the imagery made more practically impressive. This work is well adapted to use in high schools. It is to be hoped that ere long Shakspeare will find a place in every high school and college in the land. If "the proper study of man is man," then Shakspeare is the author to study. No author outside of the Bible, so analyzes and portrays human nature as he. He is, indeed, the "magician of the human heart."

STATE UNIVERSITY.

G. W. Hoss.

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THE SCHOOL JOURNAL MAP OF INDIANA is the last as well as one of the most correct maps of the State published. It is 27x36 inches in size—abundantly large for all ordinary uses in the school-room or elsewhere—shows the counties in different colors, bounds all the civil townships, locates correctly every railroad in the State, and gives the names and location of nearly every post office. In short, it is a very complete map, gotten up in good style, on heavy map paper, and can be sold at the remarkably low price of *one dollar*. Who would be without a map of his State when a good one can be had at such a rate.

 *Agents wanted in every township.* Address W. A. Bell, Indianapolis, for circular and terms.

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INDIANA SCHOOL JOURNAL.

VOL. XXIII.

DECEMBER, 1878.

No. 12.

THE HOUSE OF SANTA CLAUS.

(A Christmas Fairy Show for Sunday-schools.)

BY EDWARD EGGLESTON.

THIS Christmas play was written by Edward Eggleston and played first by his Sunday-school. It was printed in "St. Nicholas," in December, 1877. We have seen it played; it can be gotten up with little trouble and expense, and we never saw a better christmas entertainment for a Sunday-school. As a large proportion of the readers of the Journal are connected with Sunday-schools, we feel confident they will thank us for this beautiful little play. The stage necessary to represent it well should be about 12x15 feet. The house can be easily planned and constructed at little expense. Studding, lath, and evergreens are the materials best suited; strings of pop-corn will help to ornament. If the windows are made of red tissue paper and lanterns hung inside the house, the effect is helped. The chimney should be constructed so large that Santa Claus can put his head and shoulders out of the top. The name, "Santa Claus," should be on the front of the house.—ED.]

CHARACTERS, COSTUMES, ETC.

Santa Claus should be a boy of fourteen or fifteen years of age, with good acting qualities, especially a sense of drollery. He should have any appropriate costume, wig, mask, etc. He carries a snuff-box, and a red or yellow handkerchief. He is also provided with a whistle.

The Dwarfs are boys of ten or twelve years of age. They wear masks and a red tunic of paper-muslin, stuffed, to give them a

hunchback appearance. They carry staffs, little tin trumpets, stoop as they walk, and speak in a squeaky falsetto. Their stations are just inside the house. They appear from behind the house in every case except the very last.

The Fairy Queen should be a little girl of from six to nine years of age, dressed in gauze, with wings of the same material. Stripes or stars, or spangles of gold paper, add to the effect of her dress. She wears a coronet and carries a wand.

The Committee should consist of three girls in ordinary dress. They are represented by X., Y., and Z. in the following dialogue, but their real names should be used instead of the letters. Z. should be rather a small girl.

PRELIMINARY ARRANGEMENTS.

The superintendent or pastor conducts the introductory exercises from some point in front of the stage. No one must be seen on the stage until the dialogue begins.

At the time of beginning the house, conceals Santa Claus and his two dwarfs, and a grown person who has charge of the lights and who acts as prompter. There is no light on the stage except that in the transparency over the door, and that in the pumpkin faces. There are a large number of tapers or lamps inside the house, carefully arranged to avoid the danger of fire. These are not lighted until the signal is given in the dialogue. The Fairy Queen is concealed in her bower, with some one who has charge of her, and an automatic music-box, which sits upon the floor of the platform, wound up and ready to be started at the proper time. The committee of girls sit in the audience, and not together.

DIALOGUE.

After the appropriate introductory exercises, a teacher rises in his place and speaks in substance as follows:

Teacher. Mr. Superintendent, I see some very pleasant decorations here, but no presents or refreshments for the scholars. I move that a committee of three be appointed to go up to Fairyland and inquire of Santa Claus. I would like to know why this Sunday-school has been left out.

Another Teacher. I second that motion.

[Superintendent puts this question to vote, and declares it carried, in due form.]

Superintendent. I would appoint—let me see—girls are better at coaxing than boys, I think—I will appoint X., Y., and Z. (*calling the girls by their real names*), who will please come forward.

[X., Y. and Z. rise from their places in their several classes, and come forward to the superintendent.]

Superintendent. Girls, you see we are without any candy or anything of the sort for our scholars. Old Santa Claus has forgotten us. He never did so before. Now I want you three to proceed to Fairyland and see if you can find him. Tell him we must have something. Don't come down without something. We can't have all these children disappointed.

[The committee proceed by the steps to the stage. They stop to examine the first pumpkin face.]

Z. What a strange face! Wonder who it is!

Y. One of Santa's tricks, I suppose.

X. They do say that he's full of fun. But this must be his house. Let's find the door. *(All proceed to the front.)* Here it is.

Y. Isn't it cute? I'd like to live here.

Z. And play dolly-house?

X. Here is a bell. Santa Claus has all the latest improvements, I declare.

Y. Ring it.

Z. No, don't; I'm afraid.

X. Pshaw! Santa never hurts anybody. Don't you see his name over the door? *(Rings.) (After a pause.)* I wonder he don't answer. Maybe he isn't at home.

Y. Gone sleigh-riding, as sure as I live!

Z. I guess he's gone to bed. Maybe his mamma wouldn't let him sit up late.

X. Let us look around and see what we can find. You two go around that side, and I'll go around this. See if you can't find him in behind the face that's hanging up there.

[X. goes to the left around the house, while Y. and Z. go around to the right, They proceed timidly to the back of the house, out of sight of the audience, whereupon the dwarfs blow sharp blasts upon their horns, and the girls all rush back to the front of the house.]

X. I'm so scared!

Y, and Z. Oh, dear! I'm so scared!

X. What could it be? Guess old Santa Claus made that noise just for fun. I wish the superintendent had come himself or sent some of the boys.

Y. I'll bet the boys would run from that noise. Don't you?

X. Yes. Boys never are as brave as girls, anyhow. But let's go back again, and see what there is there.

Z. I'm afraid.

X. Well, you stay here, and Y. will go that way and I'll go this way.

[X. again goes to the right, Y. to the left. They proceed more timidly than before to the rear of the house, disappearing behind it. The dwarfs blow their horns, the girls re-appear, crying out in alarm, and the dwarfs run out after them. The girls hurry back to the front of the house, followed by the dwarfs—one coming round one end of the house, the other round the other. They speak in high, squeaky tones.]

First Dwarf. What do you want?

Second Dwarf. What are you doing here?

X. We want Santa Claus. But we did not know there were two Santa Clauses.

[The dwarfs laugh long and loud.]

First Dwarf. We are not Santa Clauses. We are the dwarfs that take care of Santa Claus's store-rooms, full of goodies and presents.

Second Dwarf. But there's nothing left to take care of now. Santa's given away all he had this Christmas.

X. But we must see old Santa. Our Sunday-school has been left without anything, and we want to see good old Santa Claus himself.

First Dwarf. But you can't. He's asleep.

Second Dwarf. He was out all night last night, and now he's tired to death and sleeping like a top. Thunder wouldn't wake him.

X. But we must see him.

Y. and Z. Yes, we must.

Second Dwarf. If you'd been riding over roofs all night —

First Dwarf. And climbing down chimneys —

Second Dwarf. And filling stockings —

First Dwarf. And Christmas trees —

Second Dwarf. And climbing up chimneys again —

First Dwarf. And getting your hands and face all over soot —

Second Dwarf. And driving reindeer,—they *do* pull.

Both Dwarfs. I guess you'd be sleepy, too.

X. But we must have something for the children.

Y. and Z. We must have something.

First Dwarf. There isn't a thing left.

Second Dwarf. Not a thing.

X. What will the superintendent say?

Y. What will the children say?

Z. What will the infant class say?

X. And what will the deacons say?

Y. and Z. Yes, what will the deacons say?

Both Dwarfs. Deacons! Oh, my! Ha! ha!

[The dwarfs now give a blast apiece, and retreat into their hiding places.]

X. Well, I'm going to wake up old Santa Claus.

Y. May be he'll be cross.

X. But we must have something. (Rings.) I wonder he doesn't answer.

Z. Ring louder.

X. Well, here goes. (*Rings three or four times.*)

[Santa Claus, appearing at the top of the chimney, blows his whistle.]

X., Y., and Z. Oh, dear!

Santa Claus. Who's there? Who rang my bell, I'd like to know? Pity if I can't sleep Christmas Night, when I'm tired to death. Who's there, I say?

X. Oh, you dear old Santa Claus! Don't be angry. Some of your little friends have come to Fairyland to see you. Come down.

Santa Claus. Ha! ha! ha! Some of my little friends come to see me. Well, well! (*Blows his whistle.*) Light up the house, fairies, light up the house. (*Whistles again, and descends the chimney and re-appears at the front door. The house is lighted within.*) How do you do girls? how do you do? (*Shakes hands all round and then, with great deliberation, takes a pinch of snuff.*) Well, I'm glad to see you. What can I do for you?

X. Why, you see, Santa Claus, our Sunday-school is left without anything this Christmas.

Santa Claus (sneezes and uses his bandana). What, you don't tell me so? What's the name of your school?

X. The — Sunday-school.

Santa Claus. Oh, yes! and your superintendent is Mr. —? I know him like a book. I've filled his stockings many a time when he was a little fellow. I don't know how I came to miss that school. But you see I'm getting old and forgetful.

Y. How old are you, Santa?

Santa Claus. O, now! Do you think I'd tell you that?

Z. You must be as old as the Centennial.

Santa Claus. Pshaw! I used to fill George Washington's stockings when he was a little boy.

Y. Now, did you?

Santa Claus. Of course I did.

Y. What did you put in them?

Santa Claus. What did I put in little Georgie Washington's stockings? Well, now, that's more than a hundred years ago, and an old man's memory isn't strong. I can't remember but one thing.

X. What's that?

Santa Claus. A hatchet.

Y. Oh, my!

Z. That same little hatchet?

Santa Claus. The very same little hatchet. (*Laughs.*) But I did not give him the cherry tree.

X. Yes, but we must have something for our school, good Santa Claus.

Santa Claus. But you can't. I've given away all I had, and turned the reindeers out on the mountains to pasture, and the times are so hard that I can't afford to hire a livery team.

X. Yes, but we must have something.

Y. Yes, we must, dear old Santa.

Z. Yes, indeed.

Santa Claus (takes snuff and sneezes). Well, what is to be done? How many scholars have you got this year?

X. About —.

Santa Claus. So many? Why, you must be growing. I hope you haven't any Christmas bummers among them—folks that come to Sunday-school to get something to eat. I hate that kind.

Y. I don't think we have many of that sort.

Santa Claus. Well, I always did like that school, and now I have gone and forgotten it. I wish something could be done. (*Blows his whistle long and loud, and shouts*): Dwarfs! here! Drako, where are you? Krako, come! Wake up! (*Whistles again.*) (*Enter dwarfs, each blowing his horn.*)

Santa Claus. Now, my little rascals, what have you got for the — Sunday-school?

Both Dwarfs (bowing very low). Nothing, my lord.

Santa Claus (takes snuff and sneezes). I don't see that I can do anything for you.

X. But we cannot go back without something. The children will cry.

Santa Claus. Dwarfs, go and look again.

[*They go back behind the house as before. After a time they re-appear.*]

First Dwarf. We cannot find a thing.

Second Dwarf. Not one thing.

Santa Claus (takes snuff). Well, my little friends, this is very embarrassing—very—but I haven't a thing left.

X. But we can't go back. What will the superintendent say? We must have something.

Y. Something or other.

Z. Yes, something.

Santa Claus. I'll go and see myself. (*Exit into house, After a considerable delay re-appears.*) Yes, I find a box of candy, nuts, and pop-corn in the closet.

X., Y. and Z. Candy, nuts, and pop-corn! Good!

Santa Claus. What have you got to put the things in?

X. Why, we haven't got anything.

Santa Claus. Well, then, the children will have to take off their stockings and let me fill them.

X., Y., and Z. Oh, Santa Claus! we couldn't such a cold night as this.

Santa Claus (*takes snuff, looks perplexed, walks about the stage*). Well, I don't know what to do.

X. Oh dear!

Y. Oh dear!

Z. Oh dear! dear! dear!

Santa Claus (*starting up*). Now I have it.

X. Have what?

Santa Claus. An idea.

Z. An idea? (*Addressing X.*) What's an idea? Can you put candy into an idea?

X. Be still, *Z.* Let's hear what Santa Claus's idea may be.

Santa Claus. I know who will help me out of this trouble. There's my friend, the Fairy Queen.

X. The Fairy Queen!

Y. Oh, my!

Z. Goody! goody! goody!

[*Santa Claus blows three blasts on his whistle and listens. The music box in the fairy bower begins to play.*]

Santa Claus. Listen! She's coming.

X. Fairy music.

Y. and Z. Sh-h!

[*The fairy comes down, skipping and reciting or singing:*

In the secret, rocky dell,

There the fairies love to dwell;

Where the stars on dew-drops glance,

There the fairies love to dance.

Both Dwarfs (*bowing to Santa Claus*). The Fairy Queen, my lord!

Santa Claus (*bowing*). Hail, Queen of the Fairies!

X., Y., and Z. (*bowing*). Hail, Queen of the Fairies!

Fairy Queen (*bowing*). Hail, Santa Claus! Hail, little friends!

Oh, stocking-filler, Santa Claus,

I heard you whistle—what's the cause?

You rough and shaggy children's friend,

Why did you for a fairy send?

Santa Claus (taking snuff). Why, you see, here's a Sunday-school forgotten, — hundred children! I want to give them something: But they haven't got anything to put it in.

Fairy Queen. How would fairy stockings do?

White or black, or pink or blue?

X. Fairy stockings!

Y. Oh, my!

Z. Goody! goody! goody!

Fairy Queen (waving her hand towards B):

Whatever Santa Claus shall say,

That let Fairyland obey.

Santa Claus (entering the house and blowing his whistle). Fill up the stockings, fairies; fill up the stockings.

[*The dwarfs enter, this time by the front door, and return carrying between them a basket full of little pink tarlatan stockings filled with candy, nuts, etc., which are then distributed to the children.*]

READING IN THE SCHOOLS.—II.

 GEORGE P. BROWN.

ELOCUTION.—In a former paper, which was published in the August number of the Journal, an effort was made to direct attention to the importance of securing intelligent reading in our schools. "All good elocution must be founded upon good *thinking*. This leads to appreciation,—that is, to right feeling; and right *thinking* and *feeling* lead to the best vocal expression."

The reader must first think the thoughts of the author, before he can feel what the author felt, or give a proper oral expression of these thoughts and feelings. The listener depends upon the words uttered by the reader and the emphasis given for the *thought*, while it is to the tone of voice, rapidity of utterance and gesture that he looks for the expression of the feeling. It is quite common for people to make a distinction between *reading* and *elocution*. The ground for this distinction is the fact that most readers make little attempt to do more than give expression to the *thoughts* of the author, leaving these thoughts to excite whatever emotions they may in the minds of the hearer, while the elocutionist gives expression to both thoughts and

feelings. The former we might call *intelligent* reading; the latter *emotional* reading. Intelligent reading must be first secured. Upon this, as a basis, the elocutionary art may be built. The common error is that teachers of reading reverse this order. No proper and pleasing emotional expression can be obtained that has not for its foundation a thorough analysis of the thought. The psychological order is,—first, *thinking*; second, *feeling*. The prevailing fault of allowing children to read and recite selections without first mastering the thought, is forcibly illustrated by the experiment of a Mr. Brookfield, in England;—this account is taken from a book recently published, entitled *Principles and Practice of Teaching*. A school, in which the age of the children averaged about eleven years, was visited and the pupils were called upon to write the answer to the question in the catechism, “What is thy duty towards God?” These pupils “did their arithmetic and reading tolerably well, and wrote something pretty legible and intelligible about an omnibus and a steamboat. They had been accustomed to repeat the catechism during half an hour each day in school and Sunday-school for four or five years, and this is what was written as an answer to the question:

‘My duty toads God is to bleed in him to fearin and loaf withhold your arts withhold my mine withhold my sold and with my seruth to whirchip and to give thanks to put my old trast in him to call upon him to onner his old name and his world and to save him truly all the days of my life’s end.’ ”

Fearing that many of your readers have forgotten their catechism, I will quote the answer as it should have been given:

“My duty towards God is to believe in him, to fear him, and to love him with all my heart, with all my mind, with all my soul, and with all my strength; to worship him, to give him thanks, to put my whole trust in him, to call upon him, to honor his holy name and his word, and to serve him truly all the days of my life.”

A rapid and indistinct repetition of this would bear some resemblance in sounds to a rapid repetition of what the children wrote, but no one will suppose that the children had any conception of the thought they were asked to express.

There is much of this same kind of reading and recitation in the schools of this State, and more discouraging than this, is the fact

that the teacher does not know it. The child repeats the words of the text or something that sounds like them, and the teacher gives him credit for comprehending the thought when no thought at all is in the mind of the child, or if one exists, it is very erroneous and absurd. It seems all important, therefore, that our teachers learn first to make *intelligent readers*.

But while this is being done, much instruction in elocution can be given. Good elocution requires:

1. *Distinct Enunciation.* To secure this the pupil must be practical in the *phonic analysis* of words. This should be commenced early in the first year of his school life and continued through his entire course. Every word of difficult enunciation can only be mastered by separating it into the different sounds that compose it.

2. *Proper Emphasis.* This is necessary to *intelligent* and *emotional* reading alike. The proper emphasis can only be determined by a careful study and analysis of the thought.

The two fundamental principles which determine what words should be emphasized, are:

1. "*The distinctive ideas are emphatic.*"
2. "*What is well known, or understood, needs no emphasis.*"

The following illustration of a method of determining the emphatic words by an analysis of the thought, is given by Mark Bailey, of Yale College:

EXAMPLE.

"Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue; but if you mouth it, as many of our players do, I had as lief the towncrier spoke my lines."

(*"Hamlet to First Player."*—*Shakspeare.*)

"Analysis.—These are the words of Skakspeare (not of some other author), spoken by Hamlet (not by some one else), and to a particular person (the *first player*). These, then, are three important distinctive ideas, and must be emphasized in introducing the reading lesson.

The first distinctive point in Hamlet's request is not the general idea—"Speak the speech I pray you"—for this is not new to either party, but is understood. Hamlet has asked the player before if he could study the speech, and he has consented.

It must be, then, the *manner* of speaking it. It cannot be in

the word "*pronounced*," for that is not a point of difference—"pronounced" and "speak" having the same meaning. "Speak the speech as I *spoke* it to you," or "pronounce the speech as I *pronounced* it to you," make no distinctive point of sense whatever. "But speak it as I" (as Hamlet) "*spoke* it to you," is the distinctive point of the request. And this manner is made still more definite by the explanatory word which follows, viz., "*trippingly* on the tongue." "Tongue" must not be emphasized because it does not express a differential idea. Whatever the manner it must be spoken "on the tongue," of course. "*Mouth*" stands out in sharp contrast to trippingly, and so is most emphatic, and the comparison of the "*town-crier*" presents a very distinct picture of the most monotonous and senseless elocution, and therefore must be emphasized accordingly.

The example marked in accordance with the analysis given is as follows:

'Speak the speech, I pray you, as *I* pronounced it to you, *trippingly* on the tongue; but if you *mouth* it, as many of our players do, I had as lief the *town-crier* spoke my lines.'

The following is another illustration by the same author:

"Read this verse from the story of the 'Prodigal Son,' in the New Testament: 'But the father said to his servants, Bring forth the best robe, and put it on him; and put a ring on his hand, and shoes on his feet.'

What did the father order his servants to bring forth?

The '*best robe*,' and a '*ring*,' and '*shoes*.'

These, then, are emphatic, because they are distinctive points; for the poor prodigal was *ragged*, and his hands and feet were *bare*. But if we try to make 'hands' and 'feet' distinctive (reading, And put a ring on his *hand* and shoes on his *feet*, as we too often hear it), we put in the place of the gracious command a most absurd and foolish one; as if the servants needed to be told *just where* to put the ring, lest they put it in one ear or in his nose; or *just where* to put the shoes, lest they put them on his hands."

This example, marked according to the analysis given, is as follows:

'But the father said to his servant, bring forth the *best robe* and put it on him; and put a *ring* on his hand, and *shoes* on his feet.'

These two illustrations are intended to show the importance of a careful analysis of the thought in determining the emphasis to be given.

Having determined *what* to emphasize, the next question is, *how* shall the emphasis be given? Ideas may be made emphatic in several ways.

a. By speaking the word with *more force*. This is the ordinary way of expressing emphasis. In most cases it is the only way that the pupil is taught anything about it. It is not uncommon for a pupil's reading to be spoiled and made unpleasant to the hearer by the effort made to utter every emphatic word with greater force. Thus the reading, instead of flowing easily and musically along, is rough, and jagged, and tiresome.

Read the following and give the *Emphasis of Force* upon each of the words in italics, and it will illustrate this fault.

From "The Burial of Moses."

"And had he not *high* honor?
The *hill-side* for his pall;
To lie in state while *angels* wait,
With *stars* for tapers tall;
And the *dark rock-pines* like tossing plumes
Over his bier to wave;
And *God's own hand*, in that lonely land,
To lay him in the grave.

This disagreeable effect can be avoided by another method of expressing emphasis, viz:

b. By prolonging the vowel sounds in the word. This is called *Emphasis by Time*.

Only words having long vowels can be emphasized in this way, but a due admixture of these two kinds of emphasis adds very much to the effect of the reading.

There is still another way of expressing emphasis, viz:

c. By letting the voice slide up or down in pronouncing the word. This is called *Emphasis by Slides*.

This may be used in conjunction with either of the former, or alone.

The following marking will illustrate the combination of the three methods of emphasizing, applied to the above stanza:

"And had he not h-i-g-h honor?
The *hill-s-i-d-e* for his pall;

To lie in state while a-n-g-e-l-s wait,
With s-t-a-r-s for tapers tall;
And the d-a-r-k *rock-p-i-n-e-s*, like tossing plumes
Over his bier to wave;
And G-o-d-s o-w-n *hand*, in that lonely land,
To lay him in the grave."

In addition to these three methods, a pause of silence may be used before a word which we wish to render especially emphatic.

Each of these methods of emphasizing should be practiced until it can be skillfully used. Emphasis by Time is very pleasing when it is well done, but it is much more delicate and difficult than Emphasis by Force.

At some future time I may discuss some of the principles that should govern the expression of the different classes of ideas, and the kind of voice required for each.

LEAVES FROM MY MEMORANDUM; OR, OTHER TEACHERS' SCHOOLS.—IV.

J. T. SMITH.

October 21.—Besides the regular instruction of our schools in classes, there should be a time set apart for general exercises. An eminent educator lately said that there were but few teachers in the United States who make any attempt to form useful habits, or to develop character in the school room. This declaration is well founded. Day after day, and month after month, we give line upon line, and precept upon precept, forgetting from day to day to give attention to the formation of habits that should become fixed in early youth. As teachers, it should be our first duty, as well as our highest pleasure, to form desirable habits on the part of our school children. Habits will determine their future character; and good and wholesome instruction, given by a teacher, will be treasured up by them in their memories, and in all coming time will prove highly advantageous.

But how is this wide field to be profitably employed? What

is to be said? What is to be done? If we don't know, let us think about it. I have tried the following plan, and like it very much. I think it is found in a "Teacher's Handbook." The author says, "among the habits that may be cultivated in the school room the following fall within the scope of school influences, and may be cultivated through its special appliances:

Promptness and Regularity.

Obedience.

Order, System.

Self-respect.

Respect for the persons, property, and rights of others.

Carefulness.

Neatness of person and surroundings.

Courtesy.

Kindness.

Justice.

Industry.

Economy.

Attention."

Many more subjects might be mentioned, but let these answer our purpose. One morning, some time ago, we wrote the above on the blackboard, and had the pupils copy them on one of the blank leaves in the beginning of their arithmetics. We told them that their future characters depended, to a great extent, upon the cultivation of these habits. But as no argument is needed to impress the importance of cultivating these habits in the seed time of life, I will only say on this leaf that from day to day, immediately after opening exercises, we gave a talk of five minutes on one of these subjects, during which time we bent our whole energy to make our illustrations and language effective, by employing the simplest comparisons to fix the importance of these habits in their memories. By pursuing this plan, a teacher little dreams how much he is molding the character and habits of his pupils. Try it, and you will soon see that these habits will be exemplified in the conduct of your pupils. You will find that in due time your pupils will make them a theme of conversation and the subjects of comparisons. None will deny that such instruction will be of lasting benefit.

October 22.—Surely, surely I am right in devoting time to the development of character and the formation of correct habits.

As I sit in my room this evening, with my memorandum in my hand and think of this duty so obvious does it become that "I will firmly, truly swear" that I will not forget its obligation. Like an ex-superintendent of the public schools in the largest city in the state, "I belong to that class of radicals who believe that it is the business of the school to form character more than to make perfect machines for the multiplication and division of numbers. That a high per cent in honesty and integrity, and in noble thoughts and aspirations, is of infinitely more importance than 100 per cent in spelling or geography. That the making of men is vastly superior to the making of penmen."

The Philadelphia Press of last week says: "What we want is disciplined, self-commanded men. Moral culture and the formation of correct habits are of far more value to every human being than the accomplishments. Another leading publication says: If our public schools are to fit the people for a correct life, it is more important that they be schools of correct morals than that they should excel in imparting a knowledge of reading, writing, arithmetic, geography, and grammar.

October 23.—This evening finds me thinking, still thinking of this subject. I am considering what are the facts in the case, and down they go as they come flashing across my mind. Have not the school teachers of the country actually before them every day some of the future teachers, ministers, and rulers of the country? Are we not teaching, from day to day, some of the great legislators, jurists, merchants, bankers, and philanthropists of the next half century? Have we not some who will fill the high places in society; some that may lift aloft the scale of justice; some that will wield for the general good the mighty powers of argument and persuasion; some that may preside over the civil and political rights of a great people; some destined to honor and immortality? With such a picture before us let us deem nothing impossible which has reference to the making of "just men made perfect." Let us take these germs and make them buds of knowledge, and light, and moral beauty that should characterize the images of God.

October 24.—A teacher should carefully avoid doing anything that can denote an angry mind; for, although some teachers who, in this respect, are some little like the rest of humanity, are born with a very slight degree of passion, and, from circum-

stances like the one you mention, will sometimes feel its operation and be what is called "very much out of humor," yet a thoughtful, considerate teacher will never permit his school to discover it. If you really think you are "mad," check, restrain, and surmount it at once; do not carry out your desperate determination until your "bad humor" has subsided; and, by all means, do not say anything that you would wish unsaid.

The above is a note I sent in reply to a "mad teacher," who sent in a note saying everything seemed to be going wrong in her room, and who wanted to know "what to do." It had the desired effect, and I soon heard "A Song of Joy" in that room in which, I found on entering, all engaged.

SOCIAL SCIENCE.

MRS. N. G. ROBERTS.

IT has been thought that a short account of the recently formed Social Science Association, of Illinois, might not be uninteresting to the readers of the School Journal, as social science work commends itself to thoughtful, educated people everywhere.

Last June, Mrs. Elizabeth Boynton Harbert, of Evanston, Ill., on a visit to her native state, met the ladies of Indianapolis in two or three meetings, looking to the formation of a social science association similar to that in Illinois of which she is president. A committee was appointed to draft a constitution and by-laws, and call a meeting for permanent organization. The following, copied from the Indianapolis Journal of Oct 2, is the report of the meeting called by this committee:

"Twenty-five ladies, interested in the improvement of the physical, mental, and moral condition of society, met in Plymouth Church parlors, yesterday afternoon, to organize a 'State Social Science Association.' Mrs. M. N. McKay, who was chairman of a committee appointed last spring to prepare a constitution for the working of such an association, presided.

Mrs. Eliza C. Bell acted as secretary. The constitution presented by the committee was adopted, with but few changes, and the committee, having performed its work, was discharged. The following is a list of permanent officers chosen:

President—Mrs. Eliza C. Hendricks.

Vice Presidents—Mrs. H. G. Carey, Mrs. J. H. Kappes, Mrs. L. G. Julian, Indianapolis; Mrs. H. C. Kerr, New Albany; Mrs. E. M. McRae, Muncie; Mrs. H. M. Gougar, Lafayette; Mrs. A. P. Cosgrove, Warsaw; Mrs. Schuyler Colfax, South Bend; Mrs. R. S. Taylor, Fort Wayne.

Recording Secretary—Miss M. E. Nicholson.

Corresponding Secretary—Mrs. N. J. Roberts.

Treasurer—Mrs. T. P. Haughey.

Directors—Mrs. M. N. McKay, Miss Catharine Merrill, Mrs.

Myron W. Reed, Mrs. H. G. Morgan, Mrs. John Coburn, Mrs. David Coffin, Mrs. J. H. Stewart, Mrs. A. C. Harris.

A committee in each of the four departments, philanthropy, domestic science, education, art and literature, was formed. The second Tuesday in each month was fixed upon as a regular time of meeting."

Article II, of the Constitution, reads: "The object of this association shall be to receive and furnish practical methods for improving the mental, moral, and physical condition of society, and to secure, as far as possible, united effort toward the higher civilization of humanity."

The annual membership fee is \$1. It is the intention to admit gentlemen as corresponding members.

The constitution and by-laws will be published soon and ready for circulation.

It is hoped that teachers throughout the state will interest themselves and others in this association; for social science investigation and work relate to the highest interests of mankind, or to those sufferings of humanity which appeal to our deepest compassion.

It is probable that much of the literary work of the organization the coming season will connect itself closely with the departments of philanthropy and domestic science. It would seem impossible (even were it desirable), with our

small working force, to carry on all the departments energetically at the same time. Indeed, Mr. Sanburn says that the five departments of the American Social Science Association are never all in a state of the highest activity and usefulness at the same time. The student of social science will find, in the published reports of this association, much valuable information concerning the improved methods of caring for the poor and unfortunate. The system of out-door relief, including medical charity, as administered in some of the eastern states, is one that will well repay investigation. Michigan claims to be among the first with her educational and charitable institutions, and she is one of the youngest in the sisterhood of states. In some respects Indiana is behind the states surrounding her in social science reforms; in others she stands second to none. One finds our reformatory for women and girls often referred to in high terms of commendation.

The State Boards of Charity seem to be doing an excellent work in the nine states where these boards exist. Mr. Sanborn says in a private letter to the writer, "in regard to the practical work of public and private charity, in a state so large as Indiana, I should consider the appointment of a State Board of Charity a very important step." Would it not be wise to take some definite action looking to the appointment of such a board by our legislature?

Two papers were read at the November meeting—one by Mrs. Maria Finch, on Prisons and Prison Reforms, and one by Miss Alice Chapin, on the Philosophy of Kindergartens. It is hoped that our association will be able to open a free Kindergarten in the spring for neglected children, thus placing Kindergarten instruction within the reach of those by whom it is so much needed.

I know of no more flattering words with which to commend this work to teachers and all thoughtful persons throughout the state, than those of Mr. F. B. Sanborn, for so many years the honored secretary of the American Social Science Association: "Our science has this advantage, as I conceive, over many of the physical sciences, that instead of drawing away the soul of man from the contemplation of spiritual things and of the mutual dependence of mankind upon each other, social science,

in all its aspects, stimulates us to a deeper sympathy with human weakness, a nobler conception of human possibilities, a more intimate reliance on that love and wisdom which are dimly seen, or shine with heavenly light at the end of every vista in the brief journey of life."

WHAT SHOULD CONSTITUTE A GIRL'S EDUCATION?

A

MRS. EMMA MONT. MCRAE.

IN these latter days what a breaking of images has there been! The very fact that this question is considered worthy of attention even by teachers, is an evidence that we have emerged from the darkness of superstition which overshadowed the lives of the girls of but a few years ago.

In this eminently practical country we are accustomed to inquire:

"What is worth in anything,
But so much money as t'will bring?"

In view of the much that is said in regard to the practical in the education of girls, it may be well to inquire into the use and abuse of this word. Within the memory of many of us, it was considered necessary for a girl to be taught only reading and writing. Why? Because, according to the approved opinion, these were all she needed to live comfortably and die happy. It was asked of what use can anything beyond this be to a girl? The mistake in all of this arises from a misconception of the word useful or practical. The fact that our nature is dual, is overlooked; that the ideal in us needs cultivation and nourishment to give us the best in life, is lost sight of in the great struggle for what is deemed practical. Anything is practical for a girl which draws her out of herself beyond the life of mere sensation into an enlarged existence in which she realizes what is around her and her relation to her surroundings. Persons use such resources as are at their command. If women, as well as men, have no food for higher thought supplied, they use such as they have. The mind cannot remain inactive, and it is not

surprising that in using the scanty allowance of acquired power its results are meager.

The horizon of woman's sphere has gradually widened until it is no longer four walls, but is as limitless as the universe itself. What has become of our sphere? The scales have fallen from the eyes, and the sun looks down *almost* as kindly upon the girls of our country as though by some stroke of a good fairy's wand they had been re-created into nineteenth century boys.

In what should a girl's education consist? Its beginning I am able to find, but its end is an unknown quantity. I think the first great need of the girl is health. She should be taught that it is nice to be well. In order that anyone may be well he must be employed, hence industry must be practiced. The girl should be taught, from early life, that there is something for her to do, that she is necessary in some way. We want skilled hands among our girls, hands trained not only that they *may* do, but that they *do* do. It will always remain true, as it should, that by far the largest number of our girls will work chiefly in the home. So this should be kept in view. But what kind of knowledge is not needed to make a well ordered house? Is there a science which will not be practical even in the humblest home?

It may be asked what have we, as teachers, to do with this peculiar training which the girl needs to fit her for the various duties of the family. This work must be done largely by the mothers, of course; but the time will come, and even now is, when the school must supplement the work done in the home. Already, in some public schools, the science and art of cooking and sewing are taught. What a millennium will dawn when it is recognized that knowledge is needed in the kitchen, in the laundry, in the sewing room, and, most of all, in the nursery.

But as we cannot determine how many of our girls are to be blessed with homes of their own, and as we cannot guarantee their continuance though once possessed, it will be wise if in some way we direct the purposes of every girl into some channel that she may become a producer. Of course all our schools cannot be schools of Technology, yet in a general way we may so impress all our pupils, both boys and girls, that they go from us with some plan of life. We should feel that we have been

derelict in our duty if after we have had girls under the care of the school for a series of years, they go out and in helplessness ask, "What can I do?" When girls are taught, as they should be, the laws of heredity and the fearful results of their violation, they will not rush headlong into marriage as an escape from their helplessness. Far too often burdens are added when children come, who should come to bless the hearthstone, which are but a bitter, living reproach for the ignorance of the mother and base sins of the father.

Does any say, "Is it not sufficient if our girls are taught how to perform the manifold duties of home, and beyond this will not an ordinary common school education be sufficient?" No, she needs the high school, the college, the university—all kinds of knowledge. All admit that boys need education. How much more do our girls need it! How much more manifold are their duties, and every duty requires intelligence that it may be well and skillfully done.

We are often met with the question coming from girls, "What can we do?" They are beginning to feel that there is really something to be done by them. There is a wave passing over the land, the world, I may say, which contains the life giving principle, "By the sweat of thy brow shalt thou earn thy bread." This same wave, if rightly interpreted, whispers to every girl prepare yourself to do it. Wait no longer but be up and doing. What can girls do? Anything. There is nothing but what some of them have done. There is hardly a manufactory throughout the country but what is filled very largely by girls. Their nimble fingers have wrought out the most delicate pieces of machinery that your watches contain, the pegs that hold your soles, and even the hats that crown your devoted heads. They have shown their fitness for handicraft so long that is not disputed. But what of this capacity for purely brain work? When we consider the centuries of light that the boys have enjoyed which were almost darkness to the girls, it seems marvelous that there is any brain power left. But with that persistence for which the sex is distinguished, they have snatched a little here and a little there. Finally, with their little accumulated power, they have knocked and knocked, sometimes in vain, but they have never wearied. The rusty hinges have creaked and creaked, but at last have opened and the girls have gladly en-

tered and hallowed the old walls by their earnest endeavor. In the fields of literature, science, and art, they are making rapid strides, and yet they are becoming more womanly. I believe women can be successful in any department of professional life, but medicine seems her chief province. It will be a glad day for womanhood when a woman comes as an apostle of healing to every suffering one of her kind.

I would place as the greatest need of the girls of the present, the love of their own sex. Girls need to be inspired with the possibilities and grandeur of a noble womanhood. It seems to me that we cannot dwell on a grander picture than that which presents itself when we consider woman in every age of the world, suffering, struggling, battling with ignorance and superstition (for upon her the heaviest strokes have fallen), yet ever taking a step forward until we ask, "What else can she do?" She will regenerate a world.

MUNCIE, IND., Nov. 9, 1878.

A PROGRAMME FOR MIXED SCHOOLS.

W. H. FERTICH.

A PROGRAMME for an ordinary country school, is a matter concerning which there will be much improvement made in the future. The instructor who undertakes, in any institute, to suggest a suitable programme for such a school, will meet with objections from many quarters. Teachers are very much like other people; that is, they are largely the creatures of *habit*, and many of them adopt the programme of some favorite school they attended when pupils, and use it term after term, without being able to give reasons for the arrangement.

Many teachers yet think that no programme can be arranged which will answer the purpose of any great number of schools. It is claimed that the difference of individuality on the part of teachers, and the different conditions in which schools are found, make a very great *variety* of programmes not only *allowable* but *desirable*. It is even claimed by some, that no programme can be arranged which would be suitable for any two schools.

It is proper to admit that the different conditions of school

districts make it desirable, to deviate to some extent, from any standard programme. But it is a matter of much more importance for teachers to know that there are certain *general principles* which ought to govern *all* teachers in the arrangement of their programmes: there are certain physiological and metaphysical facts and conditions that are the same *everywhere*.

There are teachers who are doing a sufficient amount of good work in their schools to make them a success, but who fail to a great extent on account of a lack of *good organization*. No school is well organized that has no suitable programme.

It seems that the principal difficulties in arranging a good programme for a mixed school are these:

1. To determine the right number of classes in each branch during any one term.
2. To determine the right number of times each class should recite in a day.
3. To determine the right order of recitation.

Without argument, and without giving reasons in full for the arrangement, we venture to present the following:

FORENOON SESSION.

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|--|---|
| <ol style="list-style-type: none"> 1. Opening Exercise. 2. Primary Class. 3. Fifth Reader. Rest. 4. Fourth Reader. 5. Third Reader. 6. Second Reader. 7. First Reader. | <ol style="list-style-type: none"> Recess. 1. Primary Class. 2. A Arithmetic. Rest. 3. B Arithmetic. 4. C Arithmetic. 5. B Spelling. Noon Intermission. |
|--|---|

AFTERNOON SESSION.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Primary Class. 2. Grammar Class. Rest. 3. A or, B Geography. 4. Third Reader. 5. Second Reader. 6. First Reader. 7. Writing. Recess. | <ol style="list-style-type: none"> 1. Primary Class. 2. History or Phys. Rest. 3. B Spelling. 4. A Spelling. 5. Oral Work. Adjournment. 6. Any advanced cl's not provided for in the regular programme. |
|---|---|

It will be seen that we have provided for *twenty-four* recitations besides the "Opening Exercise." Assuming that the "Primary Class" *reads*, we have provided for *six* grades in reading. If, however, the "Primary Class" attend regularly, these six grades can soon be reduced to *five*, which will reduce the whole number of recitations for the day to *twenty*. In *some* mixed schools it is better to have only *four* grades in reading.

We assume that the school should convene at 8:45 A. M., and adjourn at 4:00 P. M., provided some class recites after adjournment. Allowing one hour and fifteen minutes for the "noon intermission," and fifteen minutes for each recess, the whole school would be in session five hours and thirty minutes. For the teacher and the class reciting after "adjournment," the session would be six hours. In case no class recites after "adjournment," the school should adjourn at 4:15 P. M., giving five hours and forty-five minutes for the day's session. A teacher who has considerable work to do in the way of administering punishments and settling difficulties after adjournment, cannot conveniently hear a class recite at that time; but in a well managed school such a recitation can be made a decided success.

Our arrangement gives arithmetic the best part of the day, which we think is right. The "B. Spelling Class" should have sufficient *oral arithmetic*, at the expense of the time given to spelling, to prepare it to enter the "C Arithmetic Class." In the average mixed school, *three* regular classes in arithmetic are all that ought to be organized; and in these all the "mental" and written work should be done.

One class studying grammar from a text-book is sufficient. Instruction and *practice in language* should be given in connection with the reading and spelling, and at the time for "oral work." Special exercises in *composition* should occasionally take the place of the last three or four recitations for the day. Much valuable time is wasted in many country schools, and in other schools, too, in trying to *parse* and *analyze* before the pupil is ready for such work.

We think the teacher may do a good work in geography and have only *one* class during any one term. Considerable *local* geography should be taught at the time for "oral work," and general exercises from maps should be given at this time. If some teacher thinks he "must have two classes in geography," during one term, let him hear the "A Class" after adjournment.

By having a class in either history or physiology, but not in both during any one term, as much attention can be given those subjects as can be reasonably expected in a mixed school. There is not *time* for a class in each. Instruction in *hygiene* should be given at the time for "oral work."

The time for "oral work" should not exceed fifteen minutes,

and it may be less. The term *oral*, in the programme, is used to distinguish all general work from regular text-book work. Much of the work done at this time should be more *oculaa* than *oral*. To consider all the instruction and exercises that should be given at the time for "oral work," would demand an article too lengthy to appear in this connection. Many teachers do wrong in omitting this interesting and important part of the programme.

We have not considered it necessary to give the time for each recitation. The main point is to determine the kind and amount of work to be done during the first quarter of the day, the same for the second quarter, etc. It is then fair to assume that the honesty and *gumption* of the teacher will secure to each class the amount of time and attention that belong to it. The time for each recitation will depend not only upon the age and degree of advancement, but also upon the relative number of pupils in the class. We have heard some very nice speeches made about having a certain number of minutes for each recitation, and closing "promptly on time." These speeches *sound* so well that we have no desire to say anything against them. We only suggest that the programme should serve the teacher, and *not* the teacher the programme.

The time for the "opening exercises" should not exceed ten minutes, and should often be less.

We have not provided for roll-call in the programme, for the reason that we assume that the teacher, when he has become acquainted with his pupils will not "call the roll," but note the absence and tardiness of each pupil, at some time when the school is not in session.

In the day we have provided four times for "rest." These times are really for miscellaneous *business*, but may be considered "rest" from regular study and recitation. The time for a "rest" should not exceed five minutes, and should be employed in attending to such matters as leaving the room, getting a drink, borrowing a book, sharpening a pencil, communication, gymnastics, etc. A teacher who has not a fair control of his school cannot make a success of these rests; but the *skillful* teacher uses them in adding *system* to his work, and is pleased to find that they are an actual *saving of time*. They serve, better than any other special arrangement, to prevent improper communication during study hours.

OFFICIAL DEPARTMENT.

QUESTION. Has a teacher, who has been examined by a County Superintendent, the right of possession to his examination papers after the examination has been held and judgment rendered thereon?

ANSWER. No. The examination papers become a part of the records and archives of the office. There are very good reasons for this:

1. The County Superintendent should keep them in his office, in order to protect himself from any charge of unfairness in their examination which may be made against him.

2. Any decision of the County Superintendent, in reference to an application for a license, is subject to an appeal to the State Superintendent of Public Instruction. When such an appeal is taken, the County Superintendent must send up the examination papers in question, and certify that the papers so sent are the papers upon which the license was granted or refused.

If, now, the papers have been previously surrendered to the applicant, this cannot be done. It would be very difficult for the County Superintendent to make the required certificate, if the examination papers have been at any time out of his possession.

Applicants may be permitted to inspect their papers subsequent to an examination, but the County Superintendent should carefully guard against any emendation or alteration in them by any person whatsoever.

CONCERNING AN IMPORTANT MATTER.

Prof. J. H. Milan, Sup't Knox County, Vincennes, Ind.:

DEAR SIR—I have the honor to acknowledge the receipt of a communication from you under date of Oct. 28, 1878, that reads in part as follows:

“I have this day received an offer of \$5.50 from one of my teachers holding an eighteen months' license, if I would raise his grade to 96 per cent, which would give him 20 cents per day more. I have a letter from him with the offer in so many words. Can I revoke his license on the ground of immorality thus shown?”

The case you refer to me is a very serious one, and should be dealt with promptly and vigorously. The proposition on the part of the teacher is not only an evidence of immorality, but is also an evidence of criminality. If our children are to be taught by men who have no higher sense of right, and no greater regard for law than this teacher has, the sooner our schools are closed the better. Any attempt to obtain money from the treasury, or, what is worse, to defraud the children of proper instruction in your county, should incite you to do your utmost to bring the offender to swift punishment.

It is your duty to revoke any license you may have granted to such a person. This should be done that the children may be protected. You can then, if you choose, take the matter before your grand jury.

You will observe, by reference to the enclosed quotation from the statute (Davis's revision of 1876, Vol. II, sec. 39, p. 443), that an attempt to bribe a public officer is regarded as a high crime, and that the penalty is very severe:

"Section 39. If any officer entrusted with the administration of justice, or any person holding an office of trust or profit under the laws of this State, or any member of the General Assembly of this State, or any officer thereof, or any member of any Board of Common Council of any incorporated city, or Trustee of any incorporated town in this State, shall take any money, gift, property, or undue reward to influence his behavior, vote, or action in office or discharge of official duty: or any person who shall offer any money, gift, property, or undue reward to influence the behavior of such officer or member, shall, on conviction thereof, be fined in any sum not exceeding \$10,000, and be imprisoned in the State prison for any determined period not exceeding ten years, and be ineligible to hold any office of trust or profit, and be disfranchised for any determinate period."

I hope you will push this matter until it shall be known that it is a dangerous thing to attempt frauds of this kind in Knox county.

Very respectfully,

JAS. H. SMART,
Superintendent of Public Instruction.

OCTOBER 31.

EDITORIAL.

If you do not get your JOURNAL by the fifteenth of the month, write at once.

If you wish the address of your JOURNAL changed, give the old post office as well as the new, together with the county in each case.

Do not send specie in a letter. If you cannot get scrip send postage stamps.

GOOD BOOKS FOR BOYS AND GIRLS.

What shall the boys and girls read? This is one of the most fruitful subjects that parents and teachers can consider. That young people read a great deal is true, and that they read a great deal that is weakening and immoral in its tendency is equally true. Bad books and bad papers are numerous and cheap, and they are the devil's most effective weapons. A bad book is worse than a bad companion, because people both old and young trust more to what they read than what they hear. Books that are not directly immoral in their teaching, but filled with "blood and thunder" stories of fights, robberies, and running away from home, narrow escapes, elopements, etc., have a tendency to undermine good morals, and, of necessity, disqualify the mind for all healthful and profitable reading or study. Parents and teachers, as a rule, do not appreciate how much harm is being done in this way.

On the other hand, good books and good papers are indispensable aids to general intelligence and good morals. The boy or the girl who has acquired a taste for reading good books is far on the way to a good education, and is measurably secure from bad influences. No house in which there are children should be without at least one of the following excellent papers: "The Nursery," for the youngest readers, price \$1.50, published by John L. Shorey, Boston; "Wide Awake," price \$2, by D. Lathrop & Co., Boston; "Youth's Companion," price \$1.75, published in Springfield, Mass.; "St. Nicholas," price \$3, by Scribner & Co., New York. There are other papers of more or less merit, but no one can make a mistake in taking either of these.

Teachers cannot spend a part of their time in a more profitable manner than by cultivating in their pupils a desire to read, and by urging upon them *and their parents* the necessity of reading regularly good books and good papers. Every well regulated family should make the hour immediately after

supper "The Children's Hour," and parents should devote that time to the children.

As teachers and parents are frequently at a loss to know what books to buy or to recommend, we give below a very complete list, covering a whole field of literature. It will be valuable for private reference, and especially valuable to those who may wish to buy books for libraries.

The list has been kindly prepared by Rev. O. C. McCulloch, pastor of Plymouth Church, Indianapolis. Perhaps no other man in the State, or in the West, is better qualified to make such a list; certainly it is complete and will be appreciated. The books are not equally good, but all are worth reading. It is not convenient to distinguish between books for girls and books for boys, but most are suited equally well for both. Neither was it practicable to designate between the books for children and those for older boys and girls; it is thought, however, that any book named can be read by well matured boys and girls of 15 or 16 years of age.

The list takes more space than was at first counted upon, but its value is its own excuse. We are sure that many of the readers of the Journal will regard this list of books and authors worth to them the price of the Journal for the entire year.

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(See Kingston, Eddy, Reid, Melville, Ballintyne.)

SCIENCE AND NATURAL HISTORY.

Illustrated Library of Wonders.—Wonders of Optics, Thunder and Lightning, Wonders of Heat, Intelligence of Animals, Egypt 3300 years ago, Adventures on the great Hunting Grounds of the World, Pompeii and the Pompeians, The Sun, Wonders of Glass Making, The Sublime in Nature, Wonders of Architecture, Wonders of the Human Body, Wonders of Acoustics, The Bottom of the Sea, Wonderful Balloon Ascents, Bodily Strength and Skill, Wonderful Escapes, Wonders of the Heavens, Wonders of Italian Art, Wonders of European Art, Wonders of Vegetation, Wonders of Electricity, Wonders of Water, Wonders of the Moon, Wonders of Engraving, Wonders of Sculpture, Mountain Adventures, Meteors.

NATURAL PHILOSOPHY, PHYSICS, ETC.

Abbott, Jacob—Heat, Light, Force, Water and Land.

Clodd, Edward—Childhood of the World.

Figuer, Louis—Human Race, Insect World, Ocean World, Vegetable World.

Gray, Asa—How Plants grow.

Hamerton, Philip Gilbert—Chapters on Animals.

Hooker, W.—Natural History, Child's Book of Nature.

Jordan, David S.—Manual of the Vertebrates.

Kingsley, Charles—Wonders of the Shore, Town Geology.

Lewis, George H.—Studies of Animal Life.

Mace, Jean—History of a mouthful of Bread.

McMillan, Hugh—Bible Studies in Nature, The Sabbath in the Fields.

Pepper, J. H.—Boys' Play Book of Science.

Science Primers—Chemistry, Roscoe; Physiology, Foster; Physical Geography, Geology, Geikie; Physics, Stewart; Astronomy, Lockyer.

Smiles, Samuel—A Scotch Naturalist.

Stevenson, Mrs.—Boys and Girls in Biology.

Tenney, Mrs. S. E.—Pictures and Stories of Animals, Mammals, Birds, Reptiles, Fishes, Sea Stars and Corals. 4 vols.

Thorne, Olive—Little Folks in Feather and Fur.

Winchell, Alex.—Sketches of Creation.

Wood, J. G.—Bible Animals, Natural History, History of Man.

Prang's Natural History Stories.

GAMES AND SPORTS.

American Boys' Book, Athletic Sports for Boys, Boys' own Treasury, Manual for Young Sportsmen, Sporting, Boating, and Fishing.

The Young Mechanic, Among Mechanics, The Boy Engineers. J. Lukin.

Boys' Play Book of Science. J. H. Pepper.

POETRY.

Ballads for the Little Folks. Alice and Phoebe Carey.

Child-life in Poetry. Whittier.

Children's Garland. Coventry Patmore.

Chaucer for Children.

Nonsense Songs. E. H. Lear.

Longfellow.

Whittier.

Bryant.

Tennys .

Wordsworth.

Spencer for children.

The Divine Tragedy—Longfellow.

Bits of Prose and Prose and Poetry. H. H.

Rhymes and Jingles. Mrs. M. M. Dodge.

Shakspeare.

THE STATE TEACHERS' ASSOCIATION.

Having published the programme in full for the State Association in the November number of the Journal, we omit it this month. Any person wishing the programme in full can easily refer back or write to Dr. J. S. Irwin, Fort Wayne, chairman of the Executive Committee.

The Association will meet in Fort Wayne, beginning on the evening of Jan. 1, 1879, and closing on the evening of Jan. 3. The programme is varied and full of interest. The hotels and railroads grant reduced rates.

As the attendance from the extreme southern part of the State is not likely to be as large as usual, owing to the great distance and expense, the teachers from the northern part of the State should put forth a special effort to more than make up the deficiency. Let every teacher who possibly can, attend the Association.

It is understood that every person who accepts a place on the programme will discharge the obligation thus assumed, and bring it within the time decided

upon by the Association and urged by the committee. A person has no moral right to make an engagement and then break it without an extraordinary excuse. When circumstances render it impossible to fill such an appointment, the appointee should either notify the chairman of the Executive Committee in ample time for him to find a substitute, or that being impracticable, he should write his paper and arrange to have it read when called for.

It is not expected that persons will tell "all they know" about the subjects assigned, but all they can give *in thirty minutes*. Washington Irving, in writing the history of New York City, began with the *foundation of the world*. It is not always necessary that writers should imitate Irving in this regard.

Since writing the above, Dr. Irwin sends word that Pres. Moss cannot attend the Association, and that he has invited D. E. Hunter to fill his place. Dr. Moss sent his declination early in October.

VOLUME XXIII.

With this number we close the *twenty-third* volume of the Indiana School Journal. Those who have read it can testify as to its merit. For almost a quarter of a century this Journal has been fighting the battles of education, and it has witnessed a steady growth and improvement until what was but the merest suggestion of a system has become one of the most complete and effective school systems in the entire country. That the Journal has been one of the chief agencies in achieving this grand success, no Indiana teacher will dispute.

The average monthly circulation of the Journal for the year 1878, has been 4042; this being the largest yearly average in its history. The Journal feels justly proud of its past history and its present standing, but does not rest its claims for continued confidence and patronage upon these. It will, in the future, as in the past, ask for support on the ground of *intrinsic merit*. It is the intention of the editor to make Vol. XXIV better than any of its predecessors, if hard work and the aid of able contributors will achieve that end. A series of valuable papers on arithmetic and another on geography have already been arranged for. The "suggestive questions" will be renewed, and a "Question and Answer" department will receive special attention. If teachers will take hold and assist in this, it can be made a grand success. Let the questions be practical, and let the answers be clear and concise.

The editor is determined to make the Journal worthy the continued liberal patronage of Indiana teachers.

SPECIAL OFFER.--Any one sending us two names for the JOURNAL at regular price, \$1.50 each; or four names at club rates, \$1.35 each, between this and Jan. 1, 1879, will receive in return the School Journal Map of Indiana. See description of this Map in Business column.

MISCELLANY.

QUESTIONS PREPARED BY THE STATE BOARD OF EDUCATION FOR OCTOBER, 1878.

WRITING—*Specimen of Penmanship.*

"'Twas in the prime of summer time,
An evening calm and cool,
When four-and-twenty boys
Came bounding out of school;
There were some that ran, and some that leaped,
Like troutlets in a pool." *Hood. Eugene Aram.* 50

1. Would you require all of your pupils to take the same position when writing? Why? 2 pts., 5 each.
2. Make and number the principles, or elements, necessary to form the small letters. 10.
3. What is the unit used for measuring the width of all small letters? 10.
4. What is the base line? What is the head line? 2 pts., 5 each.
5. Write the following and indicate beneath each letter the horizontal space that it should occupy: "Coming home." 10 pts., 1 each.

NOTE.—The applicant should be required to copy the specimen of penmanship in ink. It should then be marked upon from one to fifty, according to the value placed upon it as a specimen of penmanship, by the superintendent.

READING.

Our band is few, but true and tried, our leader frank and bold;
The British soldier trembles, when Marion's name is told.
Our fortress is the green wood, our tent the cypress tree;
We know the forest round us as seamen know the sea.
We know its walls and thorny vines, its glades of reedy grass,
Its safe and silent islands within the dark morass."

Song of Marion's Men. William Cullen Bryant.

- (a) Write five questions which you would ask pupils to aid them in getting the thought of this stanza.
- (b) What information would you give pupils about Marion?

- (c) What information would you give pupils about the author of this selection?
- (d) Head the selection with such expression as you would wish pupils to give.
- (e) Tell how you will lead pupils to give this expression.

$$a=25. \quad b=20. \quad c=15. \quad d=20. \quad e=20.$$

ARITHMETIC.—1. Define Least Common Multiple, Aliquot Part, Ratio, Percentage, and Discount. 5 pts., 2 each.

2. Find the ratio between 5-16 and .0625. Proc. 5; ans. 5.
3. Give a complete analysis of the following: How much cloth at $\frac{2}{3}$ of a dollar a yard can be purchased for 4-7 of a dollar? Anal. 8; ans. 2.
4. A merchant bought 6 loads of oats, each load containing 22 bags, and each bag 2 bushels, worth \$.56 a bushel. He gave in payment 8 boxes of tea each containing 24 pounds. What is the tea worth per pound? Solve by omitting equal factors from divisor and dividend. Proc. 5; ans. 5.
5. What will a peck of wheat cost at \$.12 $\frac{1}{2}$ a pound? Ans. 10.
6. A tract of land 4 miles square may be divided into 160 equal square farms. What is the length in rods of a side of each farm? Proc. 6; ans. 4.
7. A pile of wood is 7 feet 6 inches long, 8 feet wide, and 4 feet 6 inches high. What is it worth at \$3 $\frac{3}{4}$ a cord? Ans. 10.
8. If 5-8 of a chest of tea is sold for what the whole chest cost, what is the gain per cent on the part sold? Proc. 5; ans. 5.
9. I can buy flour at \$8.75 a barrel on 6 mo credit, or at \$8.60 a barrel on 2 mo. credit. If money is worth 7 per cent, which is the better investment, and how much? Proc. 8; ans. 2.
10. For how much must I draw my note at 30 days in order that when discounted at a bank at 7 per cent I may receive \$1,425? Proc. 5; ans. 5.

GEOGRAPHY.—1. What are the two largest inland seas, or salt lakes, in the world? 2 pts., 5 each.

2. What is the tropical rain belt? How does it modify the seasons of the Zone in which it lies? 2 pts., 5 each.
3. What three great river systems drain the great central plains of the United States? Take 4 off for each pt. omitted.
4. Name the capitals of the following countries: Spain, Austria, Germany, Italy, and Turkey. 5 pts., 2 each.
5. What body of water furnishes most sea coast to Germany? 10.
6. Name five natural products of the Pacific States. 5 pts., 2 each.
7. Why do most large rivers in S. America run East, while most of those in N. America run South? 2 pts., 5 each.
8. What is the peculiarity of the land service of Holland? 10.
9. Name the chief manufacturing states of the Union.
Name the chief mining states. 2 pts., 5 each.
10. Name five rivers that flow into the Mississippi river. 5 pts., 2 each.

GRAMMAR.—1. What is the chief advantage in a knowledge of grammatical principles and rules? 10.

2. Name the different classes of pronouns, and give an example of each class. 2 pts., 5 each.

3. Gives the rules or directions for the use of the relative pronouns. 10.

4. Write a sentence with a relative clause in the predicate. 10.

5. Write the second person, singular number, active form, indicative and potential moods, in all tenses, of the verb *Work*. 10.

6. Why is the expression "*most all men*," for "*almost all men*," incorrect? 10.

7. Designate the subject, the predicate, and the modifiers of each, in this sentence: "Wheresoever the carcass is, there will the eagles be gathered together." 10.

8. Parse the italicised words in this sentence: "The *price* of a virtuous woman is *far above rubies*." 4 pts., 2½ each.

9. Write two rules for use of the *hyphen*, and illustrate by a sentence. 2 pts., 5 each.

10. Correct the following sentence, and give reasons for the correction: "He looks badly, and sees illy." 10.

HISTORY.—1. Name those of the "Original Thirteen Colonies" that lay north of "Mason and Dixon's line." 20.

2. (a) When was the Constitution of the United States adopted?

(b) What served as a Constitution just previous?

(c) Why was it superseded by the present Constitution?

a=5; b=5; c=10.

3. (a) Who was the President of the United States from 1817 to 1825?

(b) Who was his predecessor?

(c) Who was his successor?

(d) How long did each serve? 4 pts., 5 each.

4. What additions have been made to the territory of the United States since 1897? 20

5. (a) What was the question at issue when the Missouri Compromise was made?

(b) How was it settled? 2 pts., 10 each.

PHYSIOLOGY.—1. Name the bones of the pelvis. 4 pts., 2¼ each.

2. Describe the structure of a muscle. Name one of the characteristics of a muscle. 2 pts., 5 each.

3. Why is exercise necessary to health? 10.

4. Describe the process by which the food is made to pass through the oesophagus. 10.

5. Through what veins does the blood pass from the lungs to the heart? 10.

6. What membrane lines all the air-passages? 10.

7. Give two of the purposes of respiration. 2pts., 5 each.

8. Why is eating between meals injurious? 10

9. Give one of the advantages which arises from coagulation of the blood. 10.
10. Why should pupils be required to breathe through the nasal passages? 10.

THEORY AND PRACTICE.—1. What are the advantages and disadvantages of permitting pupils to recite by turn? 4 pts., 5 each.

2. What are the advantages and the disadvantages of the promiscuous method? 4 pts., 5 each.

3. Into what errors is a teacher liable to fall who uses this method?
Name two. 2 pts., 10 each.

4. For what purposes and to what extent may the "concert" method of reciting be used? 2 pts., 10 each.

5. What should be the aims of the teacher in conducting a recitation?
Name two or more. 3 pts., 8, 7, 5.

INDIANA COLLEGE ASSOCIATION.

The meeting of the Indiana College Association will be held in Indianapolis on the 26th and 27th of December, 1878. The association was formed last winter, during the session of the State Teachers' Association, the special aim of the new organization being to promote the general college interests of the State. Ten colleges are already represented in the body; much enthusiasm is shown by those who have the matter at heart, and it is hoped and believed that the work done in the higher educational institutions of Indiana will be greatly promoted, and a new spirit of zeal inspired by the labors of the association.

The attention and sympathy of the public generally are heartily invited to this enterprise. The work contemplated is by no means intended to detract from the interest of the State Teachers' Association, but to augment it rather. No thoughtful college man will be found an indifferent laggard in the great cause of common schools. But we have our own peculiar work, and do not desire that the work shall be divorced from the sympathies of the people.

The following programme has been prepared, and is now reported by the executive committee of the association:

PROGRAMME OF EXERCISES.

Thursday, Dec. 26, 7:45 P. M. Inaugural Address, Joseph F. Tuttle, D. D., president of Wabash College. Appointment of committees and transaction of irregular business.

Friday, Dec. 27, 9 A. M. A Recast of the American University, George C. Heckman, D. D., president of Hanover College. Discussion of subject by E. E. White, LL. D., president of Purdue University, and G. W. Hoss, LL. D., Professor of English Literature, Indiana State University.

10:30 A. M. The Auricular Method in Language, John E. Earp, Ph. D.

Professor of Modern Languages, Indiana Asbury University. Discussion of subject by Amzi. Atwater, Professor of Latin, Indiana State University, and Scott Butler, A. M., Professor of Latin, Butler University.

1:30 P. M. The present Goethe Revival in Germany, Melville B. Anderson, A. M., Professor of Modern Languages, Butler University. Discussion of subject by I. W. Moncrief, A. M., Professor of Greek, Franklin College, and Oliver P. Jenkins, A. M., Professor of Natural Science, Moore's Hill College.

2:30 P. M. The Importance of Metaphysical Studies, Lemuel Moss, D. D., President Indiana State University. Discussion of subject by Alexander Martin, D. D., President of Indiana Asbury University, and Jno. L. Campbell, LL. D., Professor of Natural Philosophy, Wabash College.

3:45 P. M. Report of committees and election of officers.

JOHN CLARK RIDPATH, Secretary.

QUERIES.—*Question:* Mr. Editor, in the sentence, "John reads well," is "reads" a transitive or an intransitive verb?

Answer: To begin with, it does not make much difference whether you call it transitive or intransitive. You will be just as happy and express your thoughts just as clearly in the one case as in the other.

While there is a difference of opinion in regard to this even among authors, the weight of authority is decidedly in favor of calling "reads" an *in-transitive* verb. In this case an object is not necessary to complete the sense. A word's *office in the sentence* determines its part of speech and syntax. There is no more reason for saying that because a verb sometimes or generally takes an object it is always transitive, than there would be for contending that because the word "well," in this sentence, is an adverb, it is, therefore, always an adverb. You cannot classify verbs and say that these are transitive and those are in-transitive. The *relation* in each particular sentence must determine the matter. Remember that all sensible parsing and analysis must be upon the *thought* basis.

TIME OUT.—The time of quite a large number of subscribers expires with this number of the Journal. We hope that every one will renew at once, so as to be in time for the first number of the volume for 1879. Send not only your own name, but the name of at least one other teacher. *See special offer.*

WHAT DO YOU READ?—Many of the readers of the Journal are also readers of at least one good literary magazine. To accommodate such, and to induce others to "do likewise," we make the following offer: We will send Harper's, Scribner's, the Atlantic, or any other \$4 magazine and the Journal both, postpaid, for \$4.60. We will send the St. Nicholas (price \$3) and the Journal for \$3.85; or the Wide Awake (price \$2) and the Journal for \$3.

THE UNIFICATION OF METHODIST INSTITUTIONS IN INDIANA.

At a meeting held in Indianapolis, the representatives and friends of the Methodist educational institutions of this State discussed the propriety of making all the methodist schools of the State a part of Asbury University.

Dr. W. H. Mendenhall, in an address favoring this plan, made the following points:

1. It will raise the dignity of the auxiliary colleges, and rally around them a more generous and cordial support. A first class academy, setting up no impracticable and misleading claims, but doing its appropriate work thoroughly and successfully, will have a much better standing, especially among our cultivated laity and ministry, than if it made representations which every well-informed person knows it cannot verify. Wilbraham Academy would not exchange names with any institution in the country. "The Fort Wayne Academical Department of Indiana Asbury University," or "The Fort Wayne College of Indiana Asbury University;" "The Moore's Hill College of Indiana Asbury University," and so on of the others, would define their status and impart additional dignity and importance to their work. The service of able presidents and professors in these conference institutions will be more easily secured, seeing that they would rank along with the faculty at Greencastle.

2. The antagonism between Asbury and the conference academies will be completely removed. There will no longer exist the feeling that the weak are overshadowed by the strong.

3. In an economical point of view the scheme will possess marked advantages. The expense of the system will be much reduced. One leading cause of the failure of some of our former attempts has been the great cost of attending the course of instruction in the higher branches, making necessary a more numerous and more costly faculty, more especially to conduct a very few students to graduation in a classical course. Of the ten leading institutions of learning in the State, Asbury educates one-fourth of the students, while she sends out one-third of all their graduates. The expense of instruction per student, at Asbury, is \$32.41; at Wabash College, \$79.07; at the State University, \$99.62; at Butler University, \$116.88; at Purdue University, \$481.73. A uniform system for the whole church in the State will contribute still further towards economical management.

4. A more liberal financial support will be given to all our educational enterprises. Some of the conferences at least, if not all, have felt that their first duty was to sustain their own institutions. Asbury has been left to stand alone, while our energies have been absorbed in the endeavor to execute impossible plans. Under a uniform system for the State the real wants of the conference institutions will be better understood. With commodious buildings and small endowments, they will be able fully to accomplish their legitimate work.

W. F. Yocum, President of Ft. Wayne College, presented a supplementary paper containing the following:

It is better to have a number of schools scattered over the State, rather than to concentrate our efforts at one point. There should also be one central school where, from all parts of the State, students should come for their last years of tuition. A union of the Methodist colleges and academies of the State into a grand university is desirable, and possible on some such basis as the following: All diplomas conferring degrees should issue from the university. The alumni of any of the uniting colleges to be adopted as alumni of the university. Residence at Greencastle in pursuit of studies under the direction of the faculty to be required of all candidates for college degrees. A general course of study to be agreed upon by representatives of the different institutions in conference with a representative of the university. Examinations for entrance to the classes at Greencastle to be on a uniform set of questions agreed on one year in advance, by representatives, and answers canvassed by a committee. The name of such college to be retained with the addition of the words "of Asbury University."

The unification idea seemed to be the general one, and a committee was appointed to perfect a plan.

The same meeting discussed, in a most spirited manner, the plan of allowing the Alumni of Asbury an official representation on the board of trustees. A committee was appointed to ask the trustees to grant this.

THE programme for daily recitations given in this number of the Journal, by Prof. Fertich, deserves special attention. A programme is a matter of vital importance and deserves special study on the part of every teacher, to the end that every minute of time may be used to the best advantage. Prof. Fertich's experience and observation entitle his opinion to careful consideration.

LEE O. HARRIS, of Lewisville, Ind., has invented and patented an adjustable programme for schools, which is certainly unique, and must prove of great convenience. It can be arranged to suit any programme of recitations, and changed at the will of the teacher in almost no time and without defacing or marring it. It is certainly desirable to have one of these programmes in every school room.

MUNCIE.—The Muncie schools are crowded in every department. The foundation for a \$25,000 high school building is nearly complete.

LOGANSPOUT.—Report of schools for October. Enrollment, 1455; (150 more than for the corresponding month last year) number belonging, 1275; daily attendance, 1169; per cent of attendance 91.7; number tardy, 109; number of visits to schools, 202; visits to parents, 223. Schools reported in good condition and doing good work. J. K. Walts is superintendent.

THE chapel, though large, will not accommodate the increased number of students at the Valparaiso normal.

TOWNSHIP LIBRARIES.—The article in this Journal, urging the importance of school libraries and the practicability of reviving the old township libraries, seems to meet general approbation. It has brought a large number of approving letters. We believe the matter entirely practical, and all that is necessary to bring about the desired result is for each reader of the Journal to see in person, or write to his Senator and Representative *urging* the matter.

Any one thinking of organizing a library under the law, will do well to write to H. S. McRae, of Muncie, for some practical suggestions.

THE Thanksgiving number of the New York Christian Union contained a stirring letter from Secretary Sherman on the South Carolina troubles; a breezy article by Gail Hamilton; a Star Paper from Henry Ward Beecher; a "Laicus" Letter; a Thanksgiving story, "The Praise Meeting at Poncasset," by Eliot McCormick, and the opening chapters of the new and romantic serial, "The Little Belle of Bloomingdale," whose anonymous author, we are told, has a world-wide reputation.

MARSHALL COUNTY.—This county deserves credit for the advancement it is making in the work of grading and organizing the district schools. The blanks for reports to parents, trustees, superintendents, etc., are not surpassed by any that we have examined. W. E. Bailey is superintendent.

THE Montgomery County Board of Education requires each teacher to leave for his successor a classified report of his school, giving the name of each pupil, together with the age, department, and exact standing in each branch of study, naming, in each case, the book and page at the close of school. If there are any counties in which such blanks are not used, the superintendent should send at once to Sup't Overton for a specimen copy of his blanks.

THE Central Normal of Ladoga began its winter term November 19, with an increased number of students. Twenty-four different counties are now represented.

THE second annual meeting of the "Southern Teachers' Association" will be held at Seymour, March 20, 21, 22, 1879. The programme will be announced in good time.

THE suggestion made through the Journal that a state scientific association be organized in connection with the state association, seems to be meeting with favorable consideration.

THE Delaware County Educational Association held a very successful meeting, November 9. This county is noted for such meetings. Sup't Todd has a large number of live teachers to assist in carrying forward any worthy enterprise.

"Peace and hard work" are the characteristics of the Grant county schools this winter.

WHITE COUNTY.—The White county schools are in a healthy condition. Last summer the county supported three normals: one at Burnettsville (eight weeks), with an enrollment of 69, under the charge of Rev. William Irelan; another at Monticello (five weeks), enrolling 63, managed by J. G. Royer; and a third at Brookston (three weeks), numbering 32, by A. H. Elwood. The Teachers' Institute was large and enthusiastic, and a two-days' teachers' association is to be held at Brookston, Dec. 13 and 14. Geo. W. Bowman is the county sup't.

ONE-HALF the students at the Danville Central Normal are ladies. Indiana is one of the few northern states in which the male teachers out-number the female.

Sup't P. B. Triplett, with the aid of a course of study, reports, a good manual, and hard work is doing excellent work in Clay county.

PERSONAL.

W. F. HARPER, Principal of the Central Normal School, at Danville, came to Indianapolis Saturday morning, Nov. 23, to attend to some business, and expected to return to Danville in the evening. He reached this city, transacted his business, and ate his dinner at the Grand Hotel; since that time no clue has been found to his whereabouts. It is now ten days since his disappearance, and his friends are much distressed. The conviction deepens that he has met with foul play. The whole thing is wrapped in mystery. It is still hoped that he may turn up all right.

J. G. Royer entered upon his third year as superintendent of the Monticello schools last September. The schools are growing in number and in interest. Instruction in Drawing has been introduced into the schools under the supervision of F. W. Hanawalt, a student of the high school whom the School Board sent to Purdue University to take Drawing lessons of Prof. Thompson. This shows enterprise.

H. S. Tarbell, sup't of the Indianapolis schools, will lead the discussion of Dr. White's paper at the State Association.

John H. Binford, for sixteen years a teacher, late superintendent of Hancock county, has abandoned the teachers' profession for that of law. He assigns two reasons: 1. A permanent home; 2. money. Must it ever be thus? Mr. Binford locates at Greenfield.

A. C. Shortridge, who has for the past year represented the school book interest of Harper Brothers in Ohio, will hereafter represent the same House in Indiana, with Indianapolis as headquarters, office No. 13, north Meridian street. He is too well known to Indiana teachers to need an introduction.

J. M. Olcott, who is so well known throughout the State as the agent of Harper Brothers, will hereafter represent the interests of Jones Brothers & Co., of Cincinnati, in this State. His energy and ability ought to achieve success.

E. B. Milam now has charge of the schools at Bruceville. These schools are not surpassed by any others in that part of the state.

Dr. Lemuel Moss writes that he regrets exceedingly that he will not be able to attend the State Association this year, as the University will open Friday, Jan. 3, the time fixed for the session of the association. The same reason will keep a number of college men away from the Ft. Wayne meeting.

G. A. Netherton, who taught a normal in Knox last summer, is now teaching his twenty-fifth term of school in Starke county. An old teacher for so young a man.

D. Eckley Hunter will give a paper on "George Rogers Clark, and his work in the West," at the State Association, instead of the paper that was announced for President Moss.

J. M. McAfee, former superintendent of Lake county, is prospering as principal of Dalton (Ill.) Academy.

J. C. Comstock is principal of the Clinton schools.

C. M. Parks is still principal of the Newport schools.

Morgan Caraway is principal at Perrysville.

Amelia Platter of Seymour, graduate of Vassar College, has been elected principal of the Franklin high school, instead of Mrs. J. H. Martin, resigned.

S. S. Hamill, the elocutionist, is now conducting a class of about 200, in Delaware College, Ohio.

M. L. Moody is principal of the Hartford City schools.

INSTITUTES.

ALLEN COUNTY.—The most interesting Institute ever held in Allen county closed Nov. 15, after a week of excellent work, and a feast of literary food and condensed knowledge. The attendance the first day reached an aggregate of two hundred. The enrollment for the session was 321. Hon. E. E. White, Hon. Thos. W. Harvey, Prof. Joseph Estabrook, Hon. Geo. P. Brown, Prof. H. B. Brown, together with others and home talent, made it a time long to be remembered. At the close of the exercises, Sup't Hillegass was made the recipient of a fine gold-headed cane by the teachers of the county. The teachers return to their work feeling that they have been highly benefited.

D. M. ALLEN, Secretary.

NEWTON COUNTY.—The County Institute held its annual meeting at Morocco, from Sept. 9 to Sept. 13, inclusive. Sup't Harry G. Wilson, of Cass county, was the only instructor from abroad. He did good work in School

Organization, School Management, Letter Writing, and Penmanship. The rest of the work was done by residents of the county. All the work done was very practical, and every member appeared to appreciate it. Sup't R. F. Kerr prevailed upon the County Board of Education to consent to the grading of the common schools. The arranging of a course of study for them was referred to the Institute. A course of study satisfactory to all was the result. A County Teachers' Association was formed, and a teachers' library was founded.

LAOMER WEST, Cor. Sec.

INSTITUTES will be held as follows:

- Dec. 16. Fountain co., Covington, W. S. Moffett.
 " 23. Knox co., Vincennes, J. W. Milam.
 " 23. Marshall co., Plymouth, W. E. Bailey.
 " 23. St. Joseph co., South Bend, Calvin Moon.
 " 23. Johnson co., Franklin, J. H. Martin.
 " 30. Lake co., Crown Point, W. W. Cheshire.
 " 30. Miami co., Bunker Hill, W. S. Ewing.
 " 30. Jennings co., North Vernon, John Carney.

BOOK TABLE.

ANNOTATED POEMS, by English Authors. Published by J. B. Lippincott & Co., Philadelphia.

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DECEMBER.

1856.

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INDIANA

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The Superintendent of Public Instruction.

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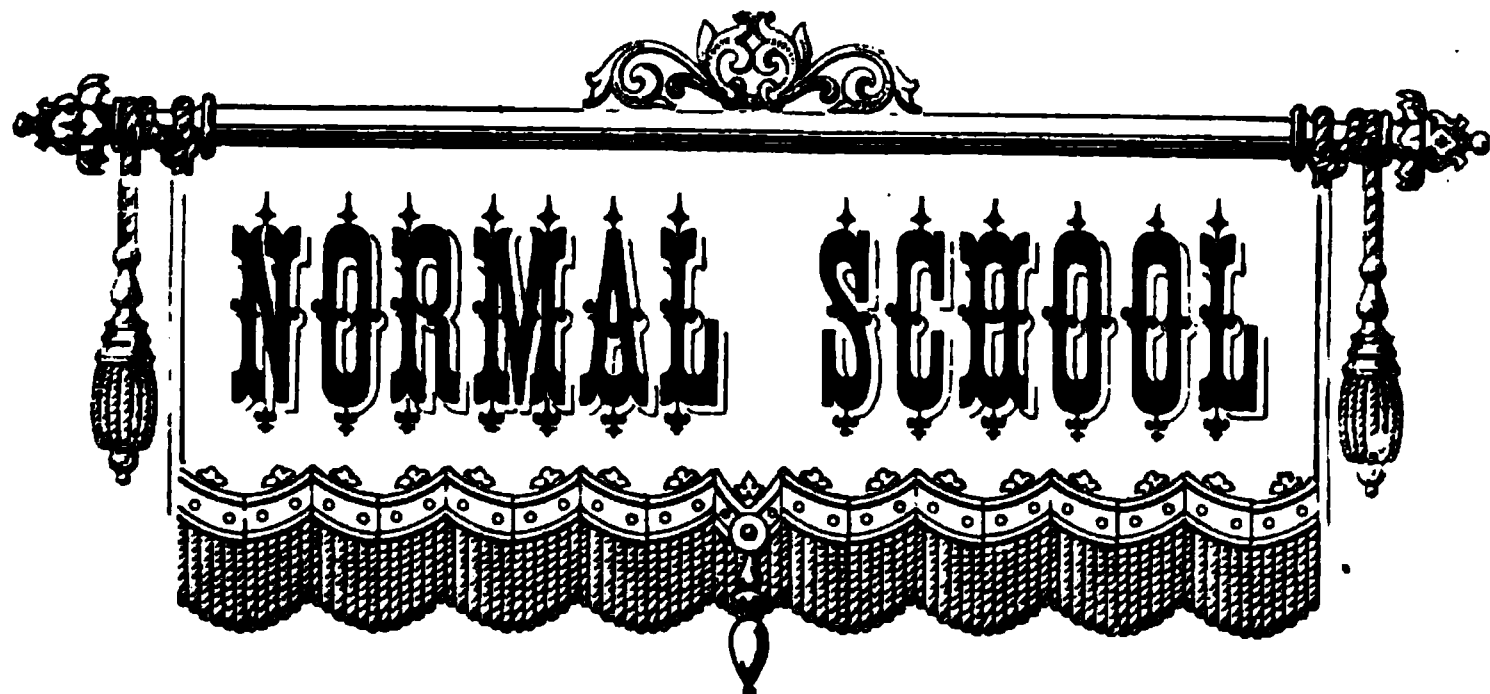
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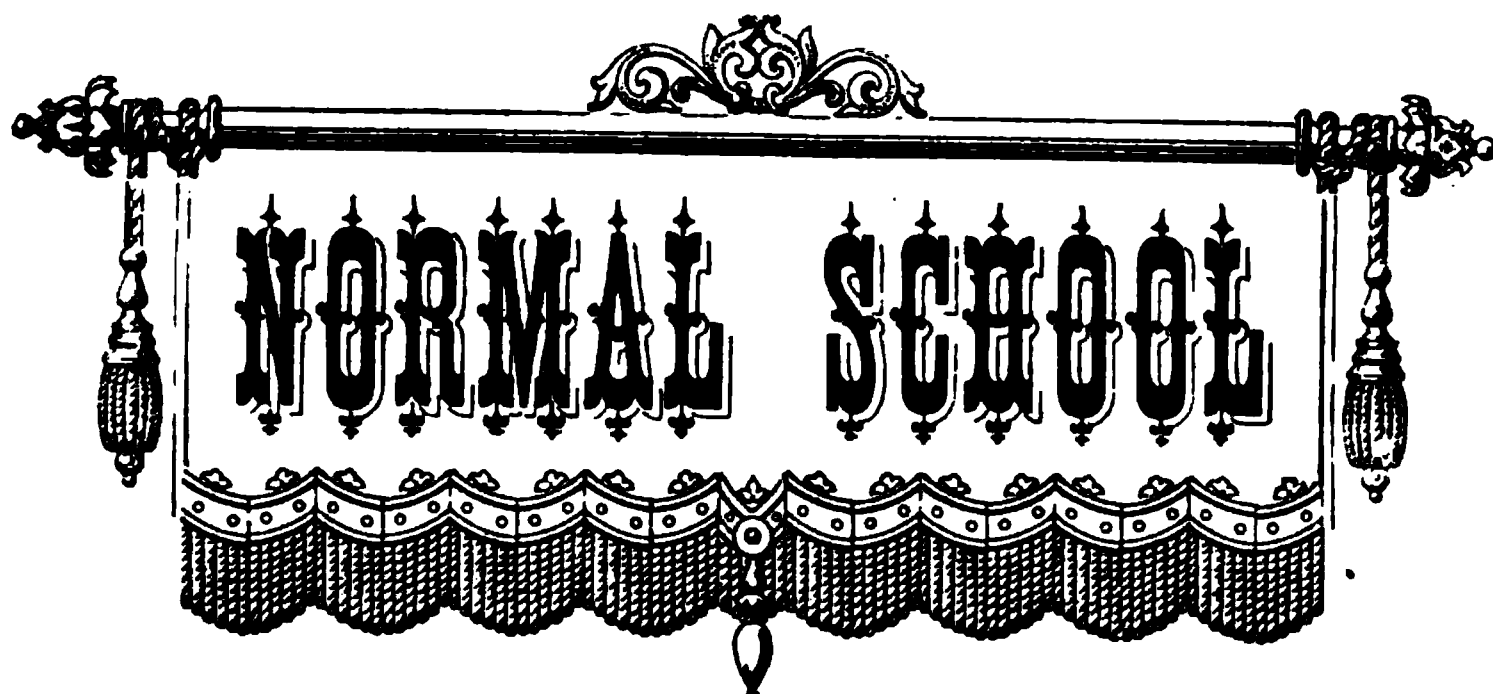
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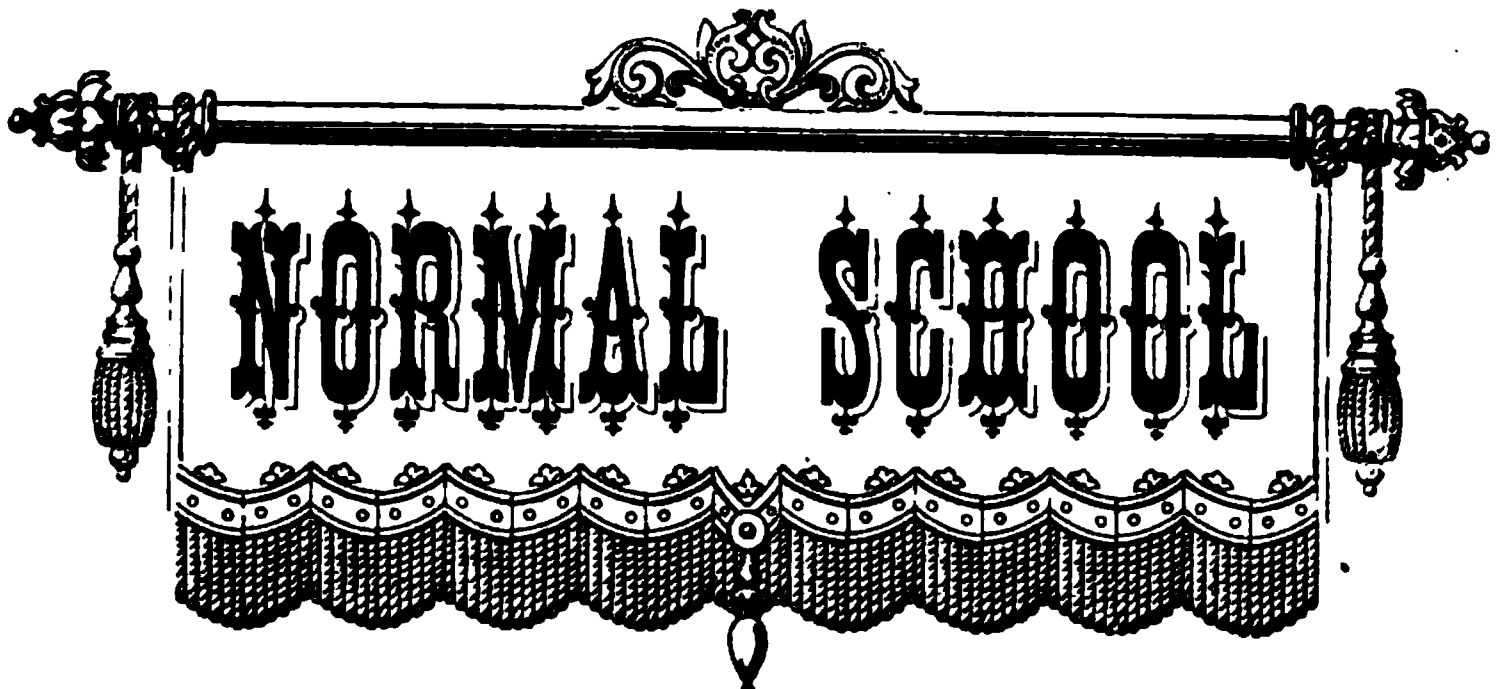
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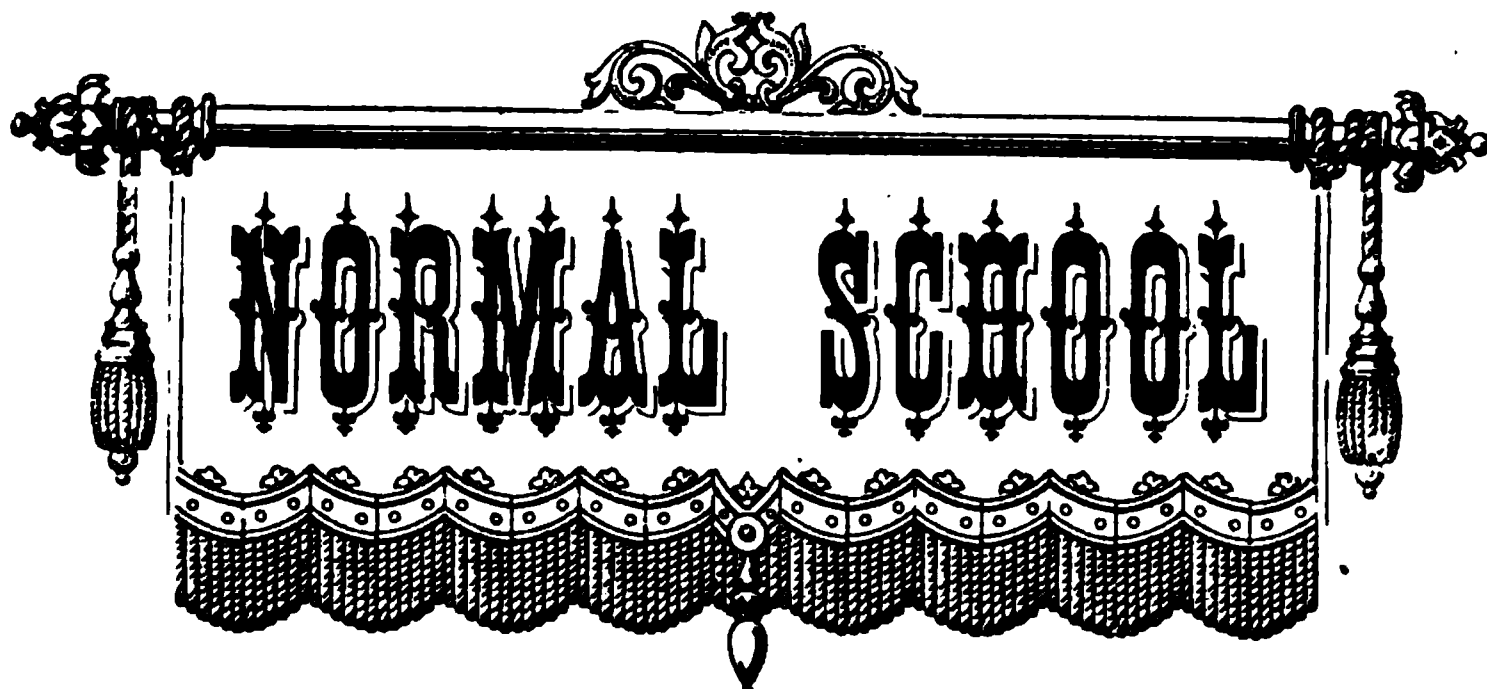
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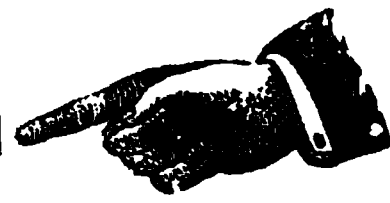
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We have decided to make it a permanent arrangement. No labor or expense will be spared in order that it may be one of the best Institutes in the land. The term will open July 2, and continue six weeks. We will have school on the Fourth of July, the same as any other day.

An Advantage not found at any other School.—Students will have the opportunity not only of reviewing any branch they may desire, but of witnessing the Normal methods practically applied in the class room, as all of the regular classes will be sustained during this term. Daily recitations in each branch.

It is a well known fact among teachers that we *do forget*. Although we may be constantly engaged in school work, yet we become so familiar with our own plans and methods that we forget many of the underlying facts and principles of the subjects we teach. As a result, much of our interest and enthusiasm is lost, while with those branches which we do not teach we become almost wholly unfamiliar.

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II. The instructors are practical teachers and have for many years given their entire attention the particular branches in which they give instruction.

III. Students can enter at any time during the summer term and continue their studies during the short term, as regular classes will be sustained.

IV. The classes will be so sectioned that each student will have an opportunity of applying principles as he may learn them.

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Winter Term will open November 19th.

Spring Term will open February 4th, 1879.

Summer Term will open April 22d, 1879.

Cause of Removal: Inadequacy of the school building at Ladoga to meet the needs of the wonderful growth of the Institution ; also, lack of rooms for students.

Danville donates large, substantial buildings to the ***CENTRAL NORMAL***, and will move the entire Institution ***free***, the Instructors and ***Students***, the Library, the extensive line of apparatus and large cabinet, all included.

EXPENSES STILL LESS THAN EVER BEFORE.

The rent of furnished rooms will not exceed 50 cents per week to each student. Good table board \$2.00. Accommodations have been secured for *all* at these figures.

Tuition for Normal Institute of 4 weeks, \$3.00

Tuition for term of 11 weeks, 8.00

If any one is not satisfied with his room, board or instruction, HIS MONEY WILL BE REFUNDED.

The Building will be completed, repaired, and refurnished according to the Principal's plans and specifications. In convenience, size, ventilation and general adaptability to the purpose intended, it will be superior to the building of any Independent Normal School within our knowledge. It is a large, substantial, brick structure, and contains a chapel that will seat 600 people; also an abundance of commodious, well-ventilated rooms, that will be utilized for Office, Library, Apparatus, Laboratory, Cabinet, Societies and Recitations. These rooms will be in fine condition by the 9th of July, the opening of the Institute term. The entire building will be refitted and refurnished with the most approved school furniture.

THE CENTRAL NORMAL SCHOOL AND COMMERCIAL INSTITUTE

was organized September 5th, 1876, with 48 students. A majority of these had been under the instruction of the Principals in the National Normal. The eminent ability and wide reputation of the members of the faculty of this new Institution, the *Central Normal*, have attracted students from thirteen different States and from over half the counties of Indiana. Although the School has been in session less than two years, the present year will enroll between 400 and 500 students. This success has been due to the indomitable energy and indefatigable industry of the teachers. Every student has gone forth a living advertisement of the efficiency of the methods used, and the thoroughness of the work accomplished.

After a strong effort to secure the erection of a building that would partially accommodate the growing demands of the Institution, the citizens' committee reported, that owing to the pressure of "hard times," it would be impossible to erect such a building as *they* had decided to be necessary. At this juncture, solicitations for the school were received from several towns,

each offering excellent inducements. After due consideration of the advantages of each, Danville was selected by the Principal and Faculty as the most desirable location, for the following

REASONS.

I. *Danville Academy is donated* to the Central Normal School, and thus the permanency of the Institution is assured in a way impossible when occupying rented property.

II. *No Saloons.*—There have been no saloons in Danville for years. Such is the strength of the moral and temperance sentiment that saloonists steer clear of its limits. *There is not a single saloon in Hendricks county.* Parents, selecting a place to send your children to be educated, cut this out and paste it in your hats.

III. The arrangements made at Danville for rooms and boarding at reasonable rates we have never known equalled.

IV. *The Location is Central and Easy of Access.*—Danville is the county seat of Hendricks county. It is situated 20 miles west of Indianapolis, on the Indianapolis and St. Louis railroad. It can be reached from every direction at almost any hour. Trains always make good connection at Indianapolis. Danville is in every respect the best location for a Normal School in Central Indiana.

V. The people are noted for their intelligence, morality, generosity, sociability and kindness. The Principal of the Central Normal was once Janitor in the same building that is now *donated* to him.

VI. The churches are large and comfortable, and all members of the school will receive a cordial welcome to their services. The M. E., Presbyterians, Missionary Baptists, Old School Baptists, Christians and Friends have regular services. The M. E. are building a fine new church.

AN ADDITIONAL ADVANTAGE.

A text-book library will be established in connection with the Normal, before the beginning of the Fall Term. Students will thus be enabled to reduce their expense from \$2 to \$5 per term to 40 or 50 cents. Bring all the text-books in your possession with you.

The same Faculty is retained for next year with but slight change. All old students will be pleased with the following

BOARD OF INSTRUCTION.

W. F. HARPER, Principal.

Metaphysics, Higher Mathematics, Training in Theory and Practice, and Elocution.

F. P. ADAMS.

Natural Science, English Grammar, Literature and Greek.

MISS DORA LIEUELLEN.

Rhetoric, History and Geography.

MISS A. KATE HURON.

Arithmetic, Algebra and Latin.

W. T. EDDINGFIELD.

Book-keeping, and in charge of Actual Business Department.

M. T. TRAVERS.

Penmanship, Industrial and Perspective Drawing.

J. F. STEPHENS.

Vocal Music.

The Course of Study and General Management of the School will remain the same as heretofore.

THE TEACHERS' COURSE.

Besides the training in methods and governments, the Teachers' Course includes a comprehensive review of Orthography, Grammar, Arithmetic, Geography, Physiology, U. S. History, Algebra, Rhetoric, Natural Philosophy, Constitution U. S., and Morals; practical drills in Penmanship, Objective Drawing, Map Drawing, Elocution, Letter Writing, Composition, Debating and Vocal Music. *The instruction is professional in tone, organic in character, and practical in results.* Our system is based upon these nine principles of Pestalozzi:

1. Activity is a law of childhood: accustom the child to *do*—educate the hand.

2. Cultivate the faculties in their natural order: first form the mind and then furnish it.

3. Begin with the senses, and never tell a child what he can discover for himself.

4. Reduce each subject to its elements: one difficulty at a time is enough for a child.

5. Proceed step by step—be thorough.

6. Let every lesson have a point.

7. Develop the idea, then give the term.

8. Proceed from the known to the unknown.

9. Synthesis, then analysis: not the order of the subject, but the order of nature.

Natural Sciences Illustrated—Apparatus.—This department is liberally supplied with *new apparatus*, including two excellent skeletons, a German manikin, models of the Ear, Eye, Brain, Nerves, Skin, Heart and Lungs; a microscope, magnifying 160,000 areas, a Tellurian, Terrestrial and Celestial globes, maps and charts (Geographical, Historical, Anatomical and Chemical); a frictional electrical machine, a magnetic battery, two air-pumps, and other philosophical apparatus sufficient to perform over 200 experiments; chemical apparatus, both simple and complex, for the performance not only of all the experiments mentioned in the ordinary text-books, but many others more interesting and instructive.

The Students Perform the Experiments Themselves, and thus learn the practical use of apparatus and the theory of phenomena more thoroughly than is possible by any other method.

Geology is illustrated by a good cabinet, to which the pupils have daily access. Excursions are made to the natural formations, specimens are collected and labeled, and thus each student begins a cabinet for himself.

In the study of Botany the pupils go to the fields and gardens, gather flowers, analyze them, press and label them, thus forming for themselves nuclei of Herbariums of common and rare plants, to which they can afterward add with great satisfaction and profit.

Pupils are not drummed and drilled over the long hard names in Physiology without knowing their meaning, but are taught to dissect the heart, the lungs, the liver, the stomach, the brain, the eye, and thus learn practically the structure and functions of these important and interesting organs.

CURRICULUM OF THE CENTRAL NORMAL SCHOOL. **TEACHERS' ELEMENTARY COURSE.**

	MATHEMATICS.	SCIENCES.	LANGUAGE.	COMPOSITION AND HISTORY.	FORENSICS, ETC.	DRILLS.	TEACHING.
FIRST TERM. 11 Weeks.	Arithmetic.	Geography and Map Drawing.	English Grammar.	Letter Writing.	Debating and Parliamentary Law.	Penmanship.	Training in Methods and Practice.
SECOND TERM. 11 Weeks.	Arithmetic and Algebra.	Physiology.	English Grammar.	Narration and Description.	Debating and Parliamentary Law.	Drawing.	Training in Methods and Practice.
THIRD TERM. 11 Weeks.	Algebra.	Nat. Philosophy	Rhetoric or Latin.	History of United States.	Debating and Parliamentary Law.	Elocution.	Training in Methods and Practice.
FOURTH TERM. 11 Weeks.	Algebra.	Botany or Chemistry.	Rhetoric or Latin.	History and Constitution of U. S.	Debating and Parliamentary Law.	Vocal Music.	Training in Methods and Practice.
FIFTH TERM. 4 Weeks	Arithmetic.	Geography.	Grammar.	Training in Methods.			

SCIENTIFIC COURSE.

	MATHEMATICS.	SCIENCES.	LATIN.	LITERATURE.	COMPOSITION AND HISTORY.	FORENSICS.	DRILLS.
FIRST TERM. 11 Weeks.	Geometry and Algebra.	Botany and Geology.	Latin Grammar. Cæsar.	American Poets.	History of England and Essays.	Debating.	Elocution and Rhetoric.
SECOND TERM. 11 Weeks.	Trigonometry with Applications.	Physiology.	Cæsar.	Shakespeare.	History of France and Essays.	Debating.	Elocution and Rhetoric.
THIRD TERM. 11 Weeks.	Analytical Geome- try, Differential Calculus.	Nat. Philosophy with Experiments.	Virgil.	Prosody and English Poets.	History of Rome and Essays.	Debating.	Elocution and Rhetoric.
FOURTH TERM. 11 Weeks.	Integral Calculus with applications. Astronomy.	Chemistry with Experiments.	Sallust.	Milton.	History of Greece and Essays.	Debating.	Elocution and Rhetoric.
FIFTH TERM. 4 Weeks.	Astronomy.	Reviews.	Training in Methods.				

CLASSIC COURSE.

	METAPHYSICS, ETC.	LATIN.	GREEK.	LITERATURE.	HISTORY.	FORENSICS, ETC.	DRILLS.
FIRST TERM. 11 Weeks.	Mental and Moral Science.	Cicero.	Greek Grammar, Xenophon.	Roman Literature.	Outlines of Ancient History.	Debating and Lectures by the Pupil.	Elocution and Rhetoric.
SECOND TERM. 11 Weeks.	Logic, Pure and Applied.	Horace.	Homer.	Grecian Literature.	Outlines of Ancient History.	Debating and Lectures by the Pupil.	Elocution and Rhetoric.
THIRD TERM. 11 Weeks.	Criticism with Essays.	Livy.	Æschylus.	New Testament in the Original.	Outlines of Medieval History.	Debating and Lectures by the Pupil.	Elocution and Rhetoric.
FOURTH TERM. 11 Weeks.	Political Economy.	Tacitus.	Sophocles.	New Testament in the Original.	Outlines of Modern History.	Debating and Lectures by the Pupil.	Elocution and Rhetoric.
FIFTH TERM. 4 Weeks.	Reviews.	Training in Methods.					Orations.

This course of study has been prepared with direct reference to the needs of those desiring a thorough practical education.

FOR PROOF THAT IT MEETS THOSE NEEDS WE REFER TO OUR STUDENTS.

The *Teachers' Course* requires one year, of 48 weeks.

The *Scientific Course* is a continuation of the Teachers' Course, and requires an additional year of 48 weeks.

The *Classical Course* is a continuation of the Scientific Course, and requires a third year for its completion.

GENERAL ITEMS.

NON-SECTARIAN CHARACTER OF THE SCHOOL.

Although the entire atmosphere and influence of the school is that of simple, genuine, Christian Religion, the teachers are members of several different churches, and no denominational influences or restrictions are imposed upon students.

Students will hardly fail to find congenial church connections. The M. E., Baptist, Disciple, Presbyterian and Friend churches are all represented in the village, and welcome all members of the school to their services.

The Normal weekly prayer meeting is largely attended, and the interest is most truly gratifying.

The morals of the pupils are carefully guarded. Such is the spirit of high moral sentiment in the school that it is almost impossible for a pupil to fall into evil habits or dissolute company.

LIBRARY AND READING ROOM.

The Library has been so much used, and the students have received so much benefit from it, we are buying a great many new and valuable works. The Library already contains two sets of Chambers' New Encyclopedia, Cyclopedia Britanica, Cyclopedia of Education, Appleton's Annuals, Lippincott's Dictionary of Biography and Mythology, Pronouncing Gazeteer of the World and Cabinet Histories, Smith's Bible Dictionary, Hitchcock's Analysis, Hildreth's U. S., Hallam's Literature of Europe, Constitutional History and Middle Ages, Hume's and Macauley's England, Gibbon's Rome, Smith's Greece, Plutarch's Lives, Spark's Biographies, Universal History, Carrington's Battles of the Revolution, Geological Surveys of Indiana and Ohio, Draper's and Dalton's Physiologies, Leidy's and Gray's Anatomies, Dana's Geologies, Tenney's Zoology; a teacher's library, containing such works as Page's Theory and Practice, Sheldon's Object Lessons, Holbrook's Normal Methods and School Management, Wickersham's School Economy, Northend's Teachers' Assistant, Cobb's Corporal Punishment, History of Education, Ogden's Science of Education and Art of Teaching, Barnard's Methods for Primary Schools and School Architecture, Everett's Practical Education, and several hundred other works on Sciences, Art, Literature, Mathematics, History and all subjects connected with the course.

Students have access to the Library at all hours of the day, and are waited upon by an obliging Librarian. They are taught how to USE BOOKS and how to INVESTIGATE SUBJECTS. This POWER is worth ten times as much as the knowledge itself.

The Reading Room is regularly supplied with the Indianapolis daily papers, New York Semi-weekly Tribune, Chicago Standard, Cincinnati Standard, Indiana School Journal, Ohio Educational Monthly, National Teachers' Monthly, Chicago Teachers' Weekly, Popular Science Monthly, Scribner's Monthly, The Atlantic, Harper's, The Phrenological Journal, and a number of other papers and magazines.

“WHAT CLASSES DO YOU HAVE?”

A TEACHER'S TRAINING CLASS is one of the leading features. In this class, methods of teaching the common branches and plans of school government are carefully developed with special reference to the natural growth of the mind. The difficulties which every teacher must meet receive specific attention.

ORTHOGRAPHY.—Great care is taken to make good spellers. This sadly neglected branch receives daily attention.

READING AND ELOCUTION.—Pupils not only receive a thorough drill in the principles of *good reading*, but also constant practice in the management of the voice, expression, gestures and every department of a free and easy delivery.

ARITHMETIC.—There are always at least three grades of classes in Arithmetic: one beginning at the first of the subject, another at *Fractions*, and the third at *Percentage*.

ENGLISH GRAMMAR.—There are two classes in Grammar: the first an elementary class, commencing at the beginning; the second an advanced class, which discusses the principles systematically and masters the difficulties and intricacies of the language.

GEOGRAPHY AND MAP DRAWING.—These subjects are so conducted as to enlist the attention and arouse the energies of all.

PHYSIOLOGY is thoroughly taught by outlining, illustrations and actual dissections.

U. S. HISTORY.—“I never liked history before,” is a frequent remark from members of our classes. In teaching History we have two grand aims: one, *to secure a thorough acquaintance with the subject*; the second, to awaken an intelligent appreciation and *a love for historical study*, to INSPIRE a *propelling enthusiasm* that will carry the pupil beyond the class-room into a LIFE-STUDY of History.

ALGEBRA.—There are three grades of classes in Algebra. The first commences at the beginning; the second at Simple Equations; the third at Quadratics.

RHETORIC.—There are two classes in Rhetoric—one beginning, another for those prepared to pursue the subject in its higher, more enticing forms. It is to be deplored that the study of this *superlatively useful* and truly fascinating branch is so generally neglected. To correct this fault, especial efforts are made to render it the most highly useful possible. To any one, especially if he has been so unfortunate as to have studied text-books on Rhetoric entirely or chiefly, the study will be *novel* and *exciting*, and the daily practical drills here enjoyed can not fail to open up an entirely new field whose value it would not be easy to compute.

LATIN is taught in a variety of classes adapted to the needs of pupils. There are never less than three classes, sometimes five. Pupils *thoroughly versed* in English Grammar can, in one term, begin to read Cæsar, while in two terms they can master his most difficult constructions and translate his most intricate sentences with rapidity, ease and certainty; just what students in the *Normal* are *now doing*.

BOOK-KEEPING, in both *Single* and *Double Entry*, from the simplest principles and entries, through *Partnership*, *Simple Commission*, *Banking*, etc., etc., to the complicated entries of *Compound Company Business*. Throughout the entire course constant connection is made with the affairs of real business, with the aim of meeting the great demand for a *practical* as well as *theoretical* business education.

PENMANSHIP by one of the finest penmen in the country.

DRAWING upon a plan *differing* in many *important features* from that in use in any other institution.

DEBATING and PARLIAMENTARY LAW.

VOCAL MUSIC *beginning* and *advanced*.

INSTRUMENTAL MUSIC by a teacher who thoroughly understands the art and how to teach it.

 CLASSES IN SCIENTIFIC AND CLASSICAL COURSES ACCORDING TO CURRICULUM.

THERE *are classes for every possible degree of advancement*. WE ALWAYS PROVIDE CLASSES FOR EVERY ONE IN ATTENDANCE.

CENTRAL NORMAL SUMMER INSTITUTE

Of Four Weeks, Beginning July 9th, at Danville, Hendricks County, Indiana.

Already questions are being asked about the Summer Institute.

Teachers have learned that it is cheapest to attend an Institute conducted in connection with a regular Normal School.

Some of the most patent advantages are the following:

1. The instructors are all regular Normal teachers, who are making the training of teachers a life-work.

2. The use of a large and well-selected library. Teachers are not able to own all the books they desire and need. By attending this Institute they will have the opportunity of referring to all the important works on School Teaching now extant, besides the best books on the common and higher branches, the standard Encyclopedias, Dictionaries, Histories, etc.

3. The use of apparatus in the illustration of every subject taught. All the apparatus of the Normal will be brought into use during these four weeks.

4. The expenses are much less here than at most Institutes. Compare these figures with what it will cost you anywhere else:

Tuition per term of four weeks, \$3.00.

Room rent, for furnished room, *per term* of four weeks, \$2.00.

Board, per week, \$2.00; for the term, \$8.00.

Tuition, Board and Room Rent, for the term, \$13.00.

By bringing your old books with you, you will not need to purchase any new ones.

It must be plain to every thinking person that it will cost him less here than at a County Normal.

We have regular arrangements here the year round—accommodations and conveniences for regular students. All these are used during the Institute, so that it is impossible for a summer school to compete with us.

5. The wide range of classes. The following is only a partial programme: Training in Theory and Practice; Orthography, Reading, Arithmetic, English Grammar, Geography and Map Drawing, Physiology, U. S. History, Algebra, Rhetoric, Civil Government, Botany, Penmanship, Drawing and Vocal Music.

Special attention will be given to the Natural Sciences. Our apparatus is new and complete, and *will be used by the students daily*.

Every arrangement is being made to render this the most profitable and most truly delightful Institute to be held this summer. *Actual work* will be done in all the classes. Come determined to get and *to do* all the good possible.

The *Training Class* will more than repay any one for his time and money.

Although we are receiving scores of letters of inquiry every week, we are glad to answer all in regard to every particular they may desire to know. Write us at once for any further information.

THE MOST PICTURESQUE TOWN IN THE STATE.

(Laura Ream's Letter in Indianapolis Herald.)

Arrived at the station at half-past nine. A sleigh and two horses were in waiting from the Wilson House, and, together with other passengers, I was soon spinning over the hills and across the valley to Danville. I had not left a suspicion of snow in the streets of Indianapolis, and here the sleighing was fine. The air was pure and bracing, and the moonlight so clear that the town, with its tasteful dwellings and shade-trees drifted with snow, lay before me a vision of beauty. Danville is altogether the most picturesque town in the State. It is situated half a mile from the railroad station, upon one of the several general eminences which give variety to the landscape. The slightly Court House forms the central point whence at right angles the business portion of the streets is soon merged into pleasant dwellings. Many of the latter stretch off to the neighboring hills and are pictures of rural delight. The impression was not dispelled with the daylight, and the morning walk through the town, with vistas of the lovely country around gladdening the eye, was simply charming. It was quite the most pleasing view I have had of Danville. When last there the earth was clothed in autumn splendor. Instead of a mantle of snow the low green hills were

“Half veiled in purple mist,
Whereon the maple and the sumachs wear
Scarlet and amethyst.”

HARMONY OF ACTION.

We, the members of the Faculty of the Central Normal School, hereby express our approval of Prof. Harper's decision to remove the institution to Danville. We believe this step necessary to insure the permanency of the institution. It is our judgment that its future will be marked with that degree of success for which its founders have labored so assiduously.

F. P. ADAMS.

DORA LIEUELLEN.

A. KATE HURON.

W. T. EDDINGFIELD.

M. T. TRAVERS.

J. F. STEPHENS.

RESOLUTION OF THANKS

FROM THE COMMITTEE OF NORMALITES WHO WENT TO DANVILLE TO VIEW THE SITUATION.

LADOGA, IND., April 20, 1878.

WHEREAS, Upon our visit to Danville yesterday and to-day, we were so kindly received and so generously entertained by the citizens as to make it an occurrence long to be remembered as one of the happiest in our lives, and, wishing to return some token of our appreciation of those favors and of the high opinion formed of the beauty and cleanliness of the town, and of the hospitality, intelligence and morality of the citizens; therefore,

Resolved, That we return a vote of thanks to the people of Danville for the pleasant reception given us on Friday evening, April 19, and for the many favors shown us upon our visit. We also express our approbation of the choice of Danville as the permanent location of the Central Normal. We believe the students will be delighted with the place and its many friendly people.

ANNIE MITCHELL, New Philadelphia, Ohio.

MOLLIE JACKMAN, Summit, DeKalb County, Ind.

NANNIE E. OWEN, Fowler, Benton County, Ind.

J. G. SNYDER, Cedar Rapids, Iowa.

M. T. TRAVERS, Mt. Erie, Ill.

S. M. CUTLER, Troy, Spencer County, Ind.

WHAT TO DO UPON ARRIVING AT DANVILLE.

Upon arriving at the depot, students should inquire at once for the Normal School. Come without delay to the Principal's office, where you are sure to find the Principal or his Clerk ready to give you any information you may desire concerning the School.

We take great pleasure in giving special attention to securing desirable boarding places for all who come. The students room and board in families, or in small clubs of from 20 to 30, and *not in large, crowded boarding halls*. This throws around everyone the restraints, privileges and conveniences of home-life. We guarantee satisfaction in this particular. No one need fear that he will fail to obtain room and board at our advertised rates. To allay any fears that might arise in this regard, we make the following proposition: *Should we fail to provide board and furnished room at, not to exceed, \$2.50 per week to any student who may desire it, we agree to pay his traveling expenses to and from the School.*

After reading this circular, should any questions arise in your mind not already answered, or should you desire to know more particularly concerning any point, please write at once. We take great pleasure in explaining the work of the institution.

Address

W. F. HARPFER,

Until July 1, at Ladoga, Ind.; after that time, at Danville, Hendricks County, Ind.

The School-room Test Applied to **HARPER'S GEOGRAPHIES.**

Mr. M. Seiler, one of the strongest graduates of the State Normal, now sup't of schools at Auburn, Ind., makes the following *strong and discriminating statements*, after fairly testing these books in his schools:

J. M. OLCOTT: *Dear Sir*—Having now given Harper's Geographies a thorough trial in my schools, I feel myself competent to pronounce upon their merits, fairly and positively. Harper's Geographies have been in the schools here nearly two years. I have never used any other geography that I consider as good. I like them because they contain no "stuff." In their plan there seems to be a recognition of the distinction between a school geography and a gazeteer. They present facts of prime importance only. The arrangement of the matter is strictly consistent with a fixed general principle. The language is dignified, direct, and clear. The teachers are, without exception, pleased with them. The pupils like them. They usually have their lessons well prepared, and recite with animation. The map questions are direct and pointed. The verdict of parents, pupils, and teachers here is unanimously in favor of these books. In conclusion, I add that Harper's Geographies have my own unqualified approval, and I shall endorse their adoption wherever I go. Yours truly, M. SEILER.

From J. H. MARTIN, Sup't Schools, Franklin, Ind.

After using Harper's Geographies in our schools since last September, I am free to say, that while we anticipated good results from our previous examination of the books before adopting them, we have realized better results than the most sanguine of us anticipated. The teachers are unanimous in pronouncing the series an exceptional success.

The Introductory Geography is so well adapted to its place in the amount of work, the kind of work, and the methods of the author as to give eminent satisfaction wherever it is fairly tried.

From H. B. HILL, County Superintendent of Dearborn County.

Harper's Series of Geographies have been in use in Dearborn county for more than a year, and, since their first introduction, have had no rival in our common schools. They have given the greatest satisfaction, both to teachers and pupils. Especially do we commend the primary work. Children are delighted with it at first sight, and the study of Geography becomes to them a pleasure rather than a task. We do not hesitate to pronounce Harper's the best Geographies now in use.

From J. C. GREGG, Superintendent of Schools, Brazil.

After using Harper's Geographies in our schools for six months, I desire to make the following statement: I have used four other series of Geographies at different times as a teacher, but I prefer Harper's to any of them.

1. Because of their cheapness, they having only two books in their series, while others have three or four.

2. Because the work is so admirably arranged for the pupil and for the teacher. All of our teachers are delighted with them.

3. Because the maps are so well executed, the map questions so clear and direct, and the matter of each lesson is so well selected and arranged.

4. Because these books are not filled up with minutiae that no pupil ever can learn or ought to learn; and not least, because the typographical appearance of the books is so excellent.

 *A Complete Course in Physical and Political Geography is presented in Two Books.*

For Introductory rates address
6-1f A

J. M. OLCOTT,
Indianapolis.

NEW SCHOOL BOOKS.

The Principles of Rhetoric and their Application, by ADAM S. HILL,
Professor of Rhetoric and Oratory in Harvard College.

Introductory Price, 75 cents.

This is the latest Text-book on a very important subject for High Schools and Colleges, written by a practical teacher, and published by Harper & Bros.

*From D. S. Gregory, D. D., Professor of Rhetoric and English Literature,
University of Wooster, Ohio.*

"Hill's Rhetoric is a very superior work. Its topics are the essential ones, its order logical and lucid (beginning with the simple and concrete and proceeding to the complex and abstract), its presentation clear, modern, and systematic. For the average class in the High School, Academy, and College, Prof. Hill's book seems to me better suited than any other work with which I am acquainted. We shall probably use it in the Freshman Class in the University during the next Collegiate year."

THE YOUTH'S HEALTH BOOK. By the author of the Bazar Books of "Health," of "Decorum," and of "The Household." Introductory price, 17 cents.

A PRIMER OF ENGLISH LITERATURE: Romance Period. By Eugene Lawrence. 32mo, Paper, 25 cents. Uniform with Lawrence's Primers of Greek, Latin, and Mediæval Literature. Introductory Price, 17 cents.

LIDDELL & SCOTT'S GREEK-ENGLISH LEXICON. Compiled by Henry George Liddell, D. D., Dean of Christ Church, and Robert Scott, D. D., Dean of Rochester, late Master of Balliol College. Sixth Edition, Revised and Augmented. 4to, Sheep. Introductory Price, \$10.

Liddell & Scott's smaller Greek-English Lexicon. Introductory Price, \$1.50.

Haswell's Mensuration and Practical Geometry. Introductory Price, 68c.

Loomis's Algebraic Problems. Introductory Price, 68c.

A catalogue and descriptive circulars of our School and College Text-books will be mailed free to any teacher or school officer on application. Correspondence regarding books for examination, terms of introduction, etc., is solicited.

Address, J. M. OLCOTT, 18 West Washington St.,
Agent for Harper & Brothers' Ed. Works. Indianapolis, Ind.

INDIANA

SCHOOL OF ART.

OFFICERS.

J. F. GOOKINS, Director.

J. W. LOVE, Assistant Director.

FERDINAND MERSMAN Prof. Sculpture and Wood Carving.

JOHN H. WARDER, M. E. Professor Mechanical Drawing.

H. C. CHANDLER, Instructor Wood Engraving.

Full course of instruction, under competent professors, in Free Hand Drawing, Machine and Architectural Draughting, Perspective, Artistic Anatomy, Sculpture, Figure, Landscape and Decorative Painting in oil and water colors. Engraving, Lithography, Ceramic Art, Wood Carving, and Industrial Art in all its branches.

A fine collection of Antiques has been procured, and Models in historical costume, etc., will be furnished for Life Classes.

Neither pains nor expense spared to give pupils the most thorough and practical knowledge of the principles and methods of art work.

Scholars can enter the school at any time, and pay by the month or quarter, as they may prefer. The school is open the year through without intermission.

TERMS.

Terms of tuition, ten dollars per month, or twenty-five dollars per quarter, payable in advance.

A special rate will be given to Professional Teachers, of public or private schools, during the summer vacation.

Information concerning the school will be furnished on application to

CLINTON C. RILEY, Sec.,

Room 25, Fletcher & Sharpe's Building, Indianapolis, Ind.

C

CLARK & MAYNARD, NEW YORK.

Have just issued from the press Thomson's *New Practical Algebra*.
Sample copy to teachers, 60 cents.
Beecher's *Primary Normal Speller*, or, First Lessons in the art of Writing Words. Sample copy for examination, 15 cents.

READY JULY 1.

Anderson's History of Rome. Keetel's Collegiate Course in French.

Address,
5-tf

ABRAM BROWN, agent,
46 Madison St., Chicago.

Frankfort and Kokomo Railroad.

Passenger trains *arrive* at Kokomo at 12:49 P. M., and at 8:20 P. M. They *leave* Kokomo at 7:00 A. M., and 3:30 P. M.

Trains *leave* Frankfort at 11:00 A. M., and at 7:00 P. M. They *arrive* at Frankfort at 8:20 A. M., and at 5:14 P. M.

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CALENDAR.—Review term will open July 2, and continue 6 weeks. Fall term will open August 27, and continue 11 weeks. Winter term will open November 12, and continue 11 weeks.

5-tf

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I.

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We have decided to make it a permanent arrangement. No labor or expense will be spared in order that it may be one of the best Institutes in the land. The term will open July 2, and continue six weeks. We will have school on the Fourth of July, the same as any other day.

An Advantage not found at any other School.—Students will have the opportunity not only of reviewing any branch they may desire, but of witnessing the Normal methods practically applied in the class room, as all of the regular classes will be sustained during this term. Daily recitations in each branch.

It is a well known fact among teachers that *we do forget*. Although we may be constantly engaged in school work, yet we become so familiar with our own plans and methods that we forget many of the underlying facts and principles of the subjects we teach. As a result, much of our interest and enthusiasm is lost, while with those branches which we do not teach we become almost wholly unfamiliar.

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II. The instructors are practical teachers and have for many years given their entire attention the particular branches in which they give instruction.

III. Students can enter at any time during the summer term and continue their studies during the short term, as regular classes will be sustained.

IV. The classes will be so sectioned that each student will have an opportunity of applying principles as he may learn them.

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VI. Expenses are less here than at any other place where Institutes will be held. Tuition for term, \$5. Good board and well furnished room, \$2.50 per week. Board in private families, \$3. Ample opportunities for self-boarding.

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Trains leave Indianapolis as follows:

30 P. M. Train has Through Cars Galzburg, connecting for all points in Iowa, Nebraska, California the Black Hills, via Sidney and yards; arriving one train in advance of any other line, and saving 2, Springfield, Jacksonville, Ill.,

Louisiana and Mexico, Mo; and via Quincy or Bloomington for Kansas City, Atchison, St. Joseph, Denver, and all points in Kansas, Colorado, and the Southwest; via Hannibal with M. K. & T. Railway for Moberly, Fort Scott, Parsons, and the Neosho Valley, and via Bloomington for El Paso, Mendota, Dubuque, and all points in Northern Illinois and Iowa.

8:15 P. M. Kansas and Texas Special, has a Through Coach from Indianapolis via Danville, Decatur, Springfield, Jacksonville, Quincy and Hannibal, making no change of cars to Kansas and but one change to points on Atchison, Topeka, and Santa Fe and Kansas Pacific Railway, and through the Indian Territory to Texas. No other line can offer this advantage.

11:20 P. M. Train has Reclining Chair Sleeping Car, with State Rooms, to Peoria, and reaches Galzburg, Burlington, Ottumwa, Rock Island, and Davenport in advance of other lines. This train also connects via Burlington or Rock Island for all points in Iowa, Nebraska and California and via Bloomington for El Paso, Mendota, Dubuque, Sioux City, and Yankton, and all points in northern Illinois, Iowa, and the Black Hills via Yankton and Ft. Pierre.

This train also makes direct connection via Danville to Decatur, Springfield, Jacksonville, Quincy, Kansas City Atchison, St. Joseph, Leavenworth, and points on Atchison, Topeka, and Santa Fe and Kansas Pacific Railway. And via Hannibal for Sedalia, Ft. Scott, Parsons, Denison, Houston, Galveston, and all points in Texas.

Special Notice to Land Hunters and Emigrants.—If you want a Land Exploring Ticket, or reliable information about lands in the West, or if you have bought a home there and want to move with your family, household goods and stock, address the General Passenger Agent named below, and get our rates and maps.

GEO. B. WRIGHT, Receiver.

JNO. W. BROWN, Gen'l Pass. and Ticket Agent,
Indianapolis, Ind.

4-17

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SUMMER INSTITUTE

AT

The Central Indiana Normal School,

DANVILLE, HENDRICKS CO., IND.,

Commencing JULY 16th, 1878, and Continuing FOUR WEEKS.

The large and commodious buildings lately donated to the Normal School by the citizens of Danville will be occupied by this Institute. The rooms have been recently painted and calcimined, new blackboards prepared, the school-rooms furnished with elegant new furniture, an excellent stage with curtains placed in the large and beautiful chapel, and the entire building completed in the most convenient and tasteful manner.

THE LIBRARY. MUCH ENLARGED.

We have lately added to the Library *Appleton's New Encyclopedia* of 16 volumes, and the *Annals* from 1860 to 1878; also *Encyclopedia Britanica*, of 21 immense volumes, the largest and most complete Encyclopedia ever published. Besides these invaluable works, each forming a complete library in itself, we are placing on the shelves several hundred additional books of the rarest merit, all selected with special reference to the wants of the School. This has made the purchase of several new cases necessary.

A LARGE LIBRARY ROOM, 20x45 feet, has been fitted up with every convenience for the students. The leading political, religious and educational papers are kept on file, and students have access to the **Library and Reading Room at all hours**. An obliging Librarian is always ready to give assistance in finding the particular work desired. The Library is used by the best students in the preparation of nearly every lesson. **Every pupil has FREE USE of all the books, periodicals and papers.**

SEVERAL THOUSAND GEOLOGICAL AND MUSEUM SPECIMENS JUST RECEIVED PHILADELPHIA.

We are happy to be able to announce that the contents of our already well-filled cabinet will be in place before the next Institute term.

AN IMPROVED BRASS ORRERY of chemicals and additional apparatus have been purchased, and will be in daily use.

THE ENTIRE CORPS OF REGIMENTALS will remain and give instruction in the use of the same; therefore, assure those in attendance at least two weeks made in Institutes.

BEAUTIFUL AND HEALTHFUL

Danville is located in one of the most charming country for miles about is undulating and fertile, and hence, forms a picture upon the mind not soon forgotten.

CENTRAL AND EASY OF ACCESS seat of Hendricks county. It is situated 20 miles from the Indianapolis and St. Louis Railroad. It can be reached at almost any hour. Trains always make direct to Indianapolis. Danville is in every respect the best School in Central Indiana.

THE MOST PICTURESQUE TOWN IN

(Laura Ream's Letter in Indianapolis)

Danville is altogether the most picturesque town situated half a mile from the railroad station, upon or eminences which give variety to the landscape. It forms the central point whence at right angles the streets is soon merged into pleasant dwellings. Mountains off to the neighboring hills, and are pictures of ruination was not dispelled with the daylight, and the mountain town, with vistas of the lovely country around gloriously charming. It was quite the most pleasing view. When last there the earth was clothed in autumn's hills were

"Half veiled in purple mist,
Whereon the maple and the sumach
Scarlet and amethyst."

NO SALOONS.—There have been no saloons. Such is the strength of the moral and temperance steer clear of its limits. *There is not a saloon in Hendricks county.* Parents, selecting a place to educate, cut this out and paste it in your hats.

EXPENSES LESS THAN EVER BEFORE.

The people of Danville have opened up their houses to students with a readiness which we have never seen equaled. Every one seems to vie with his neighbor in showing proper attention to the happiness and comfort of the students.

THE BEST ACCOMMODATIONS are furnished at the following rates:

Nicely furnished rooms (carpeted) per week,	.50
Good table board, per week,	\$2.00
Tuition per term of 11 weeks, (payable in advance)	8.00
Tuition for Institute Term,	3.00

We know of no other school at which equally good accommodations are furnished at rates so low.

A LARGE TEXT-BOOK LIBRARY ESTABLISHED.

Students can hereafter rent their books, and thus reduce this expense from several dollars per term to a few cents.

The Institute is equipped as it has never been before; every department is furnished with the latest improvements in apparatus and appliances.

NO EFFORTS NOR EXPENSE ARE SPARED TO MAKE THE SCHOOL JUST WHAT PUPILS NEED.

After repeated solicitations to hold an Institute this summer, at a time at which ***all teachers*** can attend, we have decided to accommodate the largest number possible, by opening a Scientific and Practical Institute, ***July 16th.*** Harvest will be over, the busy season on the farms concluded, and all teachers who labor during the summer will have a rare opportunity for reviewing the common branches, or obtaining a practical knowledge of some of the sciences, by which they will add untold interest to their schools next winter.

Since Summer Normals have become so numerous, teachers should ask the following questions, before deciding where they will attend:

1. *What will be taught?*
2. *What advantages are offered for illustration?*
3. *Are the Instructors practical Normal teachers? Do they teach or simply lecture?*
4. *What advantage is offered for consulting the various standard works of reference upon the different subjects taught?*
5. *What will be the expense?*
6. *What is the location? Will it be a pleasant place in which to spend my short vacation?*

In arranging our programme, the needs of ***all*** classes of teachers have been kept constantly in view, with one object ever before us, namely, ***the supply of those needs.***

THE TEACHERS' TRAINING

How shall I awaken an interest in Grammar? I pile to love study better than mischief? How shall boy or an obstinate girl? What shall I do the first tain the interest to the very last day? How shall I pleasure, an enjoyment, a profitable life pursuit? self? These, and scores of like questions, meet ex free discussion by practical school-room workers is to the really energetic, inquiring, truth-seeking, tea of our profession have been kept silent entirely too cause. In this Training Class opportunity will be given for *all* to express themselves, and thus practical methods will be brought out and illustrated by the members of the class themselves. The best authorities on Pedagogy will be consulted and hints and helps brought in from every possible source. The fundamental *Pestalozzian principles* will be developed and their practical utility fully exemplified.

ORTHOGRAPHY and ORTHOEPY.—Do you know all the letters? Can you teach them to your pupils? Can you tell the pronunciation of all words by the diacritical marks of the Dictionary? Do you teach your pupils to use the Dictionary? If so, for what? Do you understand the principles of Spelling and Orthoepy, or is it all a matter of guess-work with you? If you are deficient in these two important subjects, make it a point to supply that deficiency before entering the school-room next winter. A class will be formed at the Institute, which will give special attention to the actual needs of teachers in these vital particulars.

READING.—The entire education of an individual depends very largely upon his ability to read understandingly. The principles of correct interpretation and proper rendering will be presented by a variety of the most effective methods. Teaching reading to *all* the different grades of pupils will be a valuable part of these exercises. Come determined to be a member of this class.

PENMANSHIP.—This sadly-neglected branch will receive daily attention. How to make penmanship a success in the country school will be answered by a thoroughly competent and successful teacher, who has a practical solution of the problem. There is no extra charge for an elementary or advanced course.

DRAWING is rapidly taking its place among the common school branches. A brief course has been arranged for the Institute term. Our system is exceedingly simple, quite novel and attractive, and is *sure to please the children*. Don't fail to learn it.

ARITHMETIC.—Inverting the Divisor in Division of Fractions. Analysis of Compound Numbers, Longitude and Time, Writing and Reading Decimals, Proportion, Percentage, Business Methods of Computing Interest Insurance, Banking, Illustration of the Square and Cube Root—these and many other subjects of like interest, will occupy the time of the arithmetic classes. Mental solutions and the proper expression of written work a

always made very prominent at the Normal. Have you found yourself bound to rules? Do you have trouble in getting your pupils to break loose from the book and solve every-day problems by a simple process of reasoning? The Normal system of analysis will be invaluable to you.

ENGLISH GRAMMAR.—What constructions have Participles and Infinitives? What disposition do you make of the double Relative? Of the Interrogative? Have you given analysis the position in your teaching its importance demands? The beauties, intricacies and philosophy of our language are made the axes around which all our teaching of grammar arranges itself in a beautiful and logical order. Instead of Grammar being the most hateful and repulsive subject taught, it will be shown to be the most interesting and truly fascinating in the curriculum. The fact that Professor Adams will have charge of the class is sufficient guarantee that the work done will not be surpassed anywhere.

GEOGRAPHY AND MAP-DRAWING.—Geography, the portal to all the sciences, is no longer a mass of meaningless names. Map-drawing is robbed of its terrors and made one of the most pleasant recreations. The Normal system of Map-drawing is rapidly becoming the most popular plan ever invented. *The children all like it.*

Day and night the seasons, tides, currents, the revolution of the earth on its axis, its yearly motion about the sun, the movements and phases of the moon, and all the principal phenomena, are illustrated with a new *geared Tellurian*. *A splendid new Orrery* will also be before the class for illustrating the relative size of the planets, their movements, and the interesting phenomena of our planetary system. Late maps and globes, with other valuable apparatus, will be used in the daily recitations.

UNITED STATES HISTORY.—A plan has been invented by Miss Lieuellen, by which she successfully combines History and Geography, and thus fixes both more securely than is possible by their exclusive study. Charts, maps, diagrams and outlines are made and used as a part of the regular class-work. "I never liked History before," is a frequent remark from members of our classes.

In teaching History we have two grand aims: One, *to secure a thorough acquaintance with the subject*; the second, to awaken an intelligent appreciation and a love for *historical study*, to *inspire a propelling enthusiasm* that will carry the pupil beyond the class-room into a *life-study* of History.

Anatomy, Physiology and Hygiene.—Anatomy will be taught by actual dissections of the Heart, Lungs, Liver, Stomach, Eye, Brain and other organs of animals. Two excellent skeletons and beautiful German models of the vital organs will be used constantly by the members of the class. Our apparatus for the illustration of Anatomy and Physiology is not equaled by any Normal school within our knowledge.

If these subjects have been dry and uninteresting to you, do not fail to be a member of this class, and learn that in no object of creation has the workmanship of the Creator been more divinely set forth than in the adaptability of the human organism to all the purposes of its existence.

BOTANY will be taught in a series of daily drills, in which the pupils

will go to the fields and gardens, gather flowers, label them, thus forming for themselves nuclei of and rare plants, to which they can afterwards add and profit.

GEOLOGY, also, will be taught in a series of excursions will be made to the natural formations, specimens and thus each student will begin a cabinet for himself further illustrated with the aid of an extensive cabinet gathered from all parts of the country.

EXPERIMENTS IN NATURAL PHILOSOPHY AND CHEMISTRY.—Pupils will be drilled in the details of these subjects. The Normal is liberally supplied with apparatus for experimentation. Drill will be given in the use of apparatus of all kinds adapted to the wants of the course.

ASTRONOMY.—A new Orrery has been purchased. Maps, globes and charts will also be used daily.

RHETORIC AND COMPOSITION.—Is not Rhetoric hateful to you, and a burden to your pupils? If so, it may become the most novel and exciting exercise of the course. The practical drills of this Institute will open up a new pleasure whose value it would not be easy to compare.

BOOK-KEEPING.—There will be a practical course designed to give teachers a better knowledge of book-keeping in correspondence, single and double entry, etc. Connected with the management of real business.

VOCAL MUSIC AND GERMAN.—The Normal will attract contented and successful teachers. There is no extra charge.

INSTRUMENTAL MUSIC.—An excellent system is given for study and practice. The Normal has given her time and energies to the highest advancement in musical instruction is given, both upon the Piano and Organ.

Those desiring a fine musical education will find it in the Normal.

There are Classes for all possible Elements of Education.

We defy competition in the range of classes, the arrangements, the completeness of our apparatus, the practical training and the general spirit and tone of the school.

If, after trial, any one is not satisfied that the Institute is to be, a practical training school for the business of life, let him say so.

THE TEACHERS are all live, practical workers. They are the school which they have built up, in less than ten years, and they fully understand the business in which they are engaged. Their students are in every part of the Union. T

cess speaks volumes in commendation of the efficiency of the methods used, and the energy with which they have been applied.

EVERY PREPARATION has been made for the opening of the FALL TERM, SEPTEMBER 3d, 1878.

Large and interesting classes will be organized in every Department.

The prospects are bright for a largely *increased attendance* over last fall.

With our improved accommodations we shall be able to do *better work* than ever before. Write for the **COURSE OF STUDY.**

THE SAME FACULTY IS RETAINED FOR NEXT YEAR.

Just as rapidly as new improvements are necessary, they will be supplied without regard to cost.

THE INSTITUTION IS NOW UPON A PERMANENT BASIS.

The buildings have been **DEEDED** to the Principal, and he can afford to equip every department much more fully than ever before. The entire income will be used in providing every desirable facility for the fullest and highest success of every individual student.

The citizens of Danville have made liberal donations to the School, and are aiding in every way possible to further its interests.

OUR RAPIDLY INCREASING NUMBERS since the location of the Normal in Danville, indicates the confidence and esteem with which the Institution is regarded. Students are coming in from all quarters.

SENTIMENTS OF THE STUDENTS.

We, the students of the Central Normal School, wishing to bear some testimony of the esteem in which we hold the faculty and the institution, and to express our approbation of the choice of Danville as the permanent location of the Normal, desire to have published in the leading papers and school circulars the following tokens:

1. The Central Normal School, Danville, Ind., has our hearty endorsement. We have found its system of instruction practical, its teachers energetic, faithful and competent, and its present location pleasant and inviting.

2. We recognize Prof. Harper as being without a superior as a Normal School manager; and his untiring efforts to supply the wants of every student, his indefatigable industry, his lofty enthusiasm, and genuine moral worth, form examples eminently worthy our study and imitation.

His associate teachers have all impressed us with their earnestness and zeal and their fitness for the places they occupy,

3. The citizens of Danville have received us with kindness and cordiality. Their homes are open to us, their interests for us, and their hands and hearts are ready to contribute to our comfort and happiness.

4. We cheerfully recommend the Central Normal School to all young ladies and gentlemen desiring a thorough, practical education in the shortest possible time.

These expressions of respect, confidence and satisfaction were presented by

a student at Chapel Exercises, Saturday morning, June 1st, 1878, and passed by a hearty and unanimous vote of the entire school—200 students in attendance.

WHAT TO DO UPON ARRIVING AT DANVILLE.

Upon arriving at the depot, students should inquire at once for the Normal School. Come without delay to the Principal's office, where you are sure to find the Principal or his Clerk ready to give you any information you may desire concerning the School.

We take great pleasure in giving special attention to securing desirable boarding places for all who come. The students room and board in families, or in small clubs of from 20 to 30, and *not in large, crowded boarding halls.* This throws around everyone the restraints, privileges and conveniences of home-life. We guarantee satisfaction in this particular. No one need fear that he will fail to obtain room and board at our advertised rates. To allay any fears that might arise in this regard, we make the following proposition: *Should we fail to provide board and furnished room at not to exceed \$2.50 per week to any student who may desire it, we agree to pay his traveling expenses to and from the School.*

After reading this circular, should any questions arise in your mind not already answered, or should you desire to know more particularly concerning any point, please write at once. We take great pleasure in explaining the work of the Institution.

Address

W. F. HARPER,
Danville, Hendricks Co., Ind.

THE HANCOCK COUNTY NORMAL, to be held at Greenfield, July 15, will be under the special charge of W. H. Sims, superintendent of the Greenfield schools, and Walter S. Smith, principal of the New Palestine school, both good and experienced institute workers. Besides, the schools will have the additional important feature, viz: a Model School, to be taught by Miss Kate R. Geary, of Greenfield. 2 t-s.

THE BEST ROUTE EAST is by the Pan-Handle and Pennsylvania Central. The route goes to New York City *via* Pittsburg and Philadelphia, and is one of the quickest, safest, and cheapest lines that can be taken. The mountain scenery of the Pennsylvania Central is not surpassed anywhere for beauty and variety. The noted Horse-shoe Bend is on this road, and is well worth traveling many miles to see. Persons going to Europe, or simply going to the Eastern coast, would contribute to their own pleasure and convenience by taking the Pan-Handle route.

Prepaid Samples. Metric School Register, containing a complete Daily and Examination Record in one book of 80 pages, 21x35 cm. for 67 cents. Class Meter, a tenfold rule, 6 cents. Metric Manual, 64 pages, 15x10 cm., best book for Teacher, 22 cents. (Unbound Edition, 11 cents.) School Meter, 73 cents. Best Metric Chart, \$1.62. 100 sheets, 12½x20 cm., 2½ K. Metric paper, 26 cents. 50 Metric Envelopes, 13½ cm., white, 16 cents. Correspondents may save from 10 to 20 per cent on their periodicals by ordering through us. H. S. McRAE & Co., Muncie, Ind.

2-tf

THE SCHOOL JOURNAL MAP OF INDIANA is the last as well as one of the most correct maps of the State published. It is 27x36 inches in size—abundantly large for all ordinary uses in the school-room or elsewhere—shows the counties in different colors, bounds all the civil townships, locates correctly every railroad in the State, and gives the names and location of nearly every post office. In short, it is a very complete map, gotten up in good style, on heavy map paper, and can be sold at the remarkably low price of *one dollar*. Who would be without a map of his State when a good one can be had at such a rate.

 *Agents wanted in every township.* Address W. A. Bell, Indianapolis, for circular and terms.

DIRECTORS.—By writing immediately to the Aid Bureau you can receive good, *live* teachers. We recommend none but those who are *trained* in their profession. Give a brief statement of your wants, stating salary, etc.


Address,

DIRECTORS' AID BUREAU,

6-2t

Lebanon, Ohio, Box 432.

S. J. WRIGHT and E. O. KENNARD will hold a four-weeks' normal, at Spiceland, Henry county, Ind., beginning July 22. Lewis Jones, of the Indianapolis normal, and the county superintendent, will assist. 6-2t

 ANY one desiring to attend the Indianapolis Business College can save money by writing to the Editor of this Journal, who has a scholarship he will sell at a reduced rate.

The School-room Test Applied to **HARPER'S GEOGRAPHIES.**

Mr. M. Seiler, one of the strongest graduates of the State Normal, now sup't of schools at Auburn, Ind., makes the following *strong and discriminating statements*, after fairly testing these books in his schools:

J. M. OLCOTT: *Dear Sir*—Having now given Harper's Geographies a thorough trial in my schools, I feel myself competent to pronounce upon their merits, fairly and positively. Harper's Geographies have been in the schools here nearly two years. I have never used any other geography that I consider as good. I like them because they contain no "stuff." In their plan there seems to be a recognition of the distinction between a school geography and a gazeteer. They present facts of prime importance importance only. The arrangement of the matter is strictly consistent with a fixed general principle. The language is dignified, direct, and clear. The teachers are, without exception, pleased with them. The pupils like them. They usually have their lessons well prepared, and recite with animation. The map questions are direct and pointed. The verdict of parents, pupils, and teachers here is unanimously in favor of these books. In conclusion, I add that Harper's Geographies have my own unqualified approval, and I shall endorse their adoption wherever I go. Yours truly, M. SEILER.

From J. H. MARTIN, Sup't Schools, Franklin, Ind.

After using Harper's Geographies in our schools since last September, I am free to say, that while we anticipated good results from our previous examination of the books before adopting them, we have realized better results than the most sanguine of us anticipated. The teachers are unanimous in pronouncing the series an exceptional success.

The Introductory Geography is so well adapted to its place in the amount of work, the kind of work, and the methods of the author as to give eminent satisfaction wherever it is fairly tried.

From H. B. HILL, County Superintendent of Dearborn County.

Harper's Series of Geographies have been in use in Dearborn county for more than a year, and, since their first introduction, have had no rival in our common schools. They have given the greatest satisfaction, both to teachers and pupils. Especially do we commend the primary work. Children are delighted with it at first sight, and the study of Geography becomes to them a pleasure rather than a task. We do not hesitate to pronounce Harper's the best Geographies now in use.

From J. C. GREGG, Superintendent of Schools, Brazil.


After using Harper's Geographies in our schools for six months, I desire to make the following statement: I have used four other series of Geographies at different times as a teacher, but I prefer Harper's to any of them.

1. Because of their cheapness, they having only two books in their series, while others have three or four.

2. Because the work is so admirably arranged for the pupil and for the teacher. All of our teachers are delighted with them.

3. Because the maps are so well executed, the map questions so clear and direct, and the matter of each lesson is so well selected and arranged.

4. Because these books are not filled up with minutiae that no pupil ever can learn or ought to learn; and not least, because the typographical appearance of the books is so excellent.

 *A Complete Course in Physical and Political Geography is presented in Two Books.*

For Introductory rates address
6-1f A

J. M. OLCOTT,
Indianapolis.

NEW SCHOOL BOOKS.

The Principles of Rhetoric and their Application, by ADAM S. HILL,
Professor of Rhetoric and Oratory in Harvard College.

Introductory Price, 75 cents.

This is the latest Text-book on a very important subject for High Schools and Colleges, written by a practical teacher, and published by Harper & Bros.

*From D. S. Gregory, D. D., Professor of Rhetoric and English Literature,
University of Wooster, Ohio.*

"Hill's Rhetoric is a very superior work. Its topics are the essential ones, its order logical and lucid (beginning with the simple and concrete and proceeding to the complex and abstract), its presentation clear, modern, and systematic. For the average class in the High School, Academy, and College, Prof. Hill's book seems to me better suited than any other work with which I am acquainted. We shall probably use it in the Freshman Class in the University during the next Collegiate year."

THE YOUTH'S HEALTH BOOK. By the author of the Bazar Books of "Health," of "Decorum," and of "The Household." Introductory price, 17 cents.

A PRIMER OF ENGLISH LITERATURE: Romance Period. By Eugene Lawrence. 32mo, Paper, 25 cents. Uniform with Lawrence's Primers of Greek, Latin, and Mediæval Literature. Introductory Price, 17 cents.

LIDDELL & SCOTT'S GREEK-ENGLISH LEXICON. Compiled by Henry George Liddell, D. D., Dean of Christ Church, and Robert Scott, D. D., Dean of Rochester, late Master of Balliol College. Sixth Edition, Revised and Augmented. 4to, Sheep. Introductory Price, \$10.

Liddell & Scott's smaller Greek-English Lexicon. Introductory Price, \$1.50.

Haswell's Mensuration and Practical Geometry. Introductory Price, 68c.

Loomis's Algebraic Problems. Introductory Price, 68c.

A catalogue and descriptive circulars of our School and College Text-books will be mailed free to any teacher or school officer on application. Correspondence regarding books for examination, terms of introduction, etc., is solicited.

Address, J. M. OLCOTT, 18 West Washington St.,
Agent for Harper & Brothers' Ed. Works. Indianapolis, Ind.

INDIANA

SCHOOL OF ART.

OFFICERS.

J. F. GOOKINS, Director.

J. W. LOVE, Assistant Director.

FERDINAND MERSMAN Prof. Sculpture and Wood Carving.

JOHN H. WARDER, M. E. Professor Mechanical Drawing.

H. C. CHANDLER, Instructor Wood Engraving.

Full course of instruction, under competent professors, in Free Hand Drawing, Machine and Architectural Draughting, Perspective, Artistic Anatomy, Sculpture, Figure, Landscape and Decorative Painting in oil and water colors. Engraving, Lithography, Ceramic Art, Wood Carving, and Industrial Art in all its branches.

A fine collection of Antiques has been procured, and Models in historical costume, etc., will be furnished for Life Classes.

Neither pains nor expense spared to give pupils the most thorough and practical knowledge of the principles and methods of art work.

Scholars can enter the school at any time, and pay by the month or quarter, as they may prefer. The school is open the year through without intermission.

TERMS.

Terms of tuition, ten dollars per month, or twenty-five dollars per quarter, payable in advance.

A special rate will be given to Professional Teachers, of public or private schools, during the summer vacation.

Information concerning the school will be furnished on application to

CLINTON C. RILEY, Sec.,

Room 25, Fletcher & Sharpe's Building, Indianapolis, Ind.

C

6-tf

CLARK & MAYNARD, NEW YORK.

Have just issued from the press Thomson's *New Practical Algebra*.
Sample copy to teachers, 60 cents.
Beecher's *Primary Normal Speller*, or, First Lessons in the art of Writing Words. Sample copy for examination, 15 cents.

READY JULY 1.

Anderson's History of Rome. Keetel's Collegiate Course in French.

Address,
5-tf

ABRAM BROWN, agent,
46 Madison St., Chicago.

Frankfort and Kokomo Railroad.

Passenger trains *arrive* at Kokomo at 12:49 P. M., and at 8:20 P. M. They *leave* Kokomo at 7:00 A. M., and 3:30 P. M.

Trains *leave* Frankfort at 11:00 A. M., and at 7:00 P. M. They *arrive* at Frankfort at 8:20 A. M., and at 5:14 P. M.

Close connection is made at Frankfort with the L. M. & B. R. R. for Lafayette, and with the L. C. & S. W. for Crawfordsville and Terre Haute.

The 12:49 train connects at Kokomo with trains both north and south.

Trains leaving Peru at 1:50 P. M., and at 5:37 A. M., and the train leaving Indianapolis at 12:25 P. M., make connection at Kokomo for Frankfort.

Trains run by Indianapolis time.

E. V. COMSTOCK,

3-tf

Sup't, Frankfort.

STRAIGHT-WOOD FURNITURE.

Straight-wood School Desks,

Recitation Seats,

Silicate Slating,

Crayons,

Teacher's Desks,

Maps, Charts,

Globes,

And all other School Supplies furnished on short notice.

Our Factory is in full running order, and we can furnish large quantities of furniture at short notice. Before purchasing elsewhere, **SAVE MONEY** by writing for *prices* and full particulars to

TEAL & PUTERBAUGH,

Greenfield, Ind.

7-tf

"The Standard School Geography of Indiana."

INDIANA EDITION
OF
THE ECLECTIC GEOGRAPHIES.

THE VOICE OF THE TEACHERS AND SUPERINTENDENTS.

I find the Eclectic Geographies the best adapted to meet the ever increasing pressure for time, economy, and practical excellence.—Sup't Phelps, Remington.

I know of no other work with which I am so well pleased.—Sup't Cooper, Richmond.

Have proved to be the delight of both pupils and teachers.—Sup't Kummer, South Bend.

Without a rival.—County Sup't Dobson.

Deserve to take the leading place.—Sup't Hunt, Spencer.

Almost beyond the reach of criticism.—J. P. Funk, Corydon.

Far superior to any other series.—Sup't Everman, Camden.

Of superior excellence in every respect.—County Sup't Marlow.

The best I have yet examined.—Sup't Royer, Monticello.

Best adapted to the wants of schools.—G. B. Irwin, Naples.

The nearest perfection of any I ever saw.—Allen Moore, Washington

The best.—L. E. Lander, Prin., Rossville.

I think we are safe in saying it is the best.—Pres. Pruner, Hartsville University.

The Indiana Geography places them beyond the reach of rivals.—Co. Sup't Daubeneyer.

Unhesitatingly pronounce them superior to any other.—A. J. Statler, Ft. Wayne.

The best suited to our wants. Unanimously adopted.—Co. Sup't Thompson.

The best.—Sup't Legg, Marion.

No other geography of which I have any knowledge can equal them.—Sup't Trisler, Lawrenceburg.

Most complete and accurate geography of the State I have seen.—Sup't Stout, North Vernon.

The best on every point.—Co. Sup't Ewing.

A long step in advance of anything else of the kind.—Dr. Henderson, Salem.

No other geography has met my wants so fully, either in the library or the school room.—Sup't Wilkinson, Bowling Green.

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The Second Annual Commencement will occur August

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The First Term will begin September 3, 1878.
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The Third Term will begin February 4, 1879.
The Fourth Term will begin April 22, 1879.
The Normal Institute of Four weeks will begin July 8,
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replace it with a new supply at least THREE TIMES AS EXTENSIVE AS WAS EVER IN THE SCHOOL BEFORE. We hold ourselves strictly responsible for this statement. The new apparatus will be ready for the first of next year.

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CALENDAR FOR THIRD YEAR.

Fall Term of 11 weeks will open.....September 8, 1878.
Winter Term of 11 weeks will open.....November 19, 1878.
Spring Term " " " "February 4, 1879.
Summer Term " " " "April 22, 1879.
Summer Institute of 4 weeks will open.....July 8, 1879.
Third Annual Commencement will occurJuly 31, 1879.

CENTRAL AND EASY OF ACCESS.— Danville is the county-seat of Hendricks county. It is situated 20 miles west of Indianapolis, on the Indianapolis and St. Louis Railroad.

NO SALOONS.—*There is not a single saloon in Hendricks county.*

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NEW ADVANTAGES.

Our improved facilities and the *permanency* of the Institution enable us to present many *new* and *attractive features*.

I. A REGULAR CLASSICAL DEPARTMENT.

That we might make the Department superior in every particular to similar Departments in *other Normal Schools*, we have secured the services of **PROF. O. H. SMITH**, as Instructor in Latin and Greek and Ancient History. Prof. Smith's successful career as an educator is well known throughout the State. He was Principal of Danville Academy for several years, and was so successful in building it up, that at the time he left there were 300 students in attendance.

The announcement of his return to take a position in the Normal, was received by the citizens of Danville and all his old pupils in this section of the State with great delight.

Prof. Smith is a thorough classical graduate, and has had eighteen years' successful school-room experience. For the past twelve years he has been the popular Superintendent of the Public Schools of Jeffersonville and Rockport. In 1876, when candidate for State Superintendent of Public Instruction, his old pupils, wherever he had labored, worked for him without regard to party affiliations; an evidence of his class-room power and influence.

We invite correspondence in regard to our Classical Course, as there are many points that we can not bring into a small circular.

II. PROF. ADAMS

Will open a practical *Science School* as a new Department of the Normal, at the beginning of the Fall term.

We believe the course in Science and Literature planned by Prof. Adams is the most practical one-year course ever presented. Apparatus and materials for Laboratory practice are furnished by the Institution *free of cost* to the students. A full line of new apparatus will be in constant use. *Physiology, Geology, Natural Philosophy, Chemistry* and *Zoology* will be taught *every term*. Botany all the time except the winter term. If you want to study the Natural Sciences, write to any member of the present Scientific class as to Prof. Adams's method of instruction and the advantages here enjoyed for original and thorough work in every branch.

Present Scientific Class.—S. M. Cutler, Troy, Ind.; Annie Mitchell, New Philadelphia, Ohio; Mary Huron, Avon, Ind.; R. C. Darnell, Bainbridge, Ind.; J. D. Nysewander, Springfield, Ohio; Mollie Jackman, Summit, Ind.; R. C. Drake, Boxley, Ind.; J. G. Snyder, Cedar Rapids, Iowa; E. G. Farris, New Maysville, Ind.; C. L. Prugh, Gratis, Ohio; W. T. Edgingfield, New Ross, Ind.; W. S. Tom, Logan, Ohio.

These persons may be addressed at Danville, Ind., until Aug. 9, 1878.

Persons completing the Special Science course satisfactorily, will receive an appropriate Diploma as an evidence of their success.

The regular Scientific course remains the same as heretofore, with one slight modification. *Write for full particulars.*

III. SURVEYING AND ENGINEERING DEPARTMENT ESTABLISHED.

To meet the wants of a large number of persons desiring a special course

in *practical mathematics*, either in preparation as teachers of mathematics or as practical Surveyors and Engineers, this Department will be opened at the beginning of the Fall Term. Pupils will perform all the duties of a Surveyor, using the proper instruments.

The Department will be under the immediate control of the Principal. Full particulars as to course of study and plan of work will be given upon application. Address, at once, W. F. Harper, Danville, Ind.

IV. COMMON SCHOOL DEPARTMENT.

Many persons realize the great disadvantage of attending a common school where one teacher must hear from twenty to thirty recitations per day. He has all grades from the abcdarians to advanced classes in arithmetic, grammar, physiology and history, and sometimes a class in algebra. The recitations are necessarily short, apparatus is lacking and the attention of the teacher partially taken up in keeping order. It is impossible to give the advanced pupils the time rightly demanded for the proper teaching of any branch. In the graded schools the matter is little better—sometimes worse. The principal teacher is frequently crowded with classes, there is no apparatus or library, and the bright, wide-awake boy or girl is held back with the indolent and inattentive.

To meet the needs of a large class of young people who desire to make the most of their time and money, we have established a **Common School Department**.

Pupils in this Department receive instruction from the *best teachers in the faculty*. Their recitations are fifty minutes in length, and they have the advantage of the Library and all the privileges of students in the other departments.

No pupil is held back on account of those who may be slow or less advanced. Neither is any one rushed over subjects that he does not understand. Our range of classes is so great that we are able to place ***every pupil*** not only in ***his proper grade***, but with those of like natural ability.

The requisite for admission to this department is, that the pupil shall be able to read in the ordinary text-books on Grammar, Arithmetic and Geography, as ***we commence at the first of these subjects.***

Some may suppose that our classes advance too rapidly for those who are young or timid. It must be remembered that we have ***elementary*** classes for this grade of pupils, and the instruction is adapted to their capacity. The work is systematic and thorough, and the rapidity depends entirely upon the ability and industry of the pupils.

Students of the ***Common School Department*** will have the privilege of taking studies in the other Departments just as soon as they can do so with profit.

One reason why parents have hesitated to send their children from home to school is the fear that they might fall in with bad associates and contract bad habits. We have found this a serious drawback in towns where there were *saloons*. ***There has not been a saloon in Danville or Hendricks county for years.*** We can, therefore, invite parents to send their children to Danville to school, because we feel certain that the absence of those dens of iniquity is a great aid to us in preserving the good

character of our students. The teachers are acquainted with every pupil in school and make a special point to help them to live good lives, as well as to prepare good lessons.

In case of sickness, pupils receive every attention that kind hands can provide or loving hearts devise.

V. MUSICAL DEPARTMENT.

The Central Normal now has one of the most thorough and popular Musical Departments to be found in the West. The rates of tuition are low, the Instructors first-class, the Instruments of the best, and every facility carefully provided.

Having secured the services of Mrs. Lu A. Bennett (Huron), an excellent musician and a thorough teacher, as principal Instructor upon the Piano, Organ and Guitar, we can invite persons desiring a fine musical education to attend the Normal for that purpose.

Prof. J. F. Stephens having given universal satisfaction as an Instructor in Vocal Music, is retained at the head of this Department. A thorough musical course has been arranged.

VI. WE HAVE A COMPLETE TEXT-BOOK LIBRARY.

Students can rent their books at a nominal sum, and thus save from \$2.00 to \$5.00 per term. The books are all new. Bring your old books with you.

VII. THE LIBRARIES HAVE BEEN MUCH ENLARGED.

Some of the works lately added are—*Appleton's New Encyclopedia* of 16 volumes and the Annuals from 1860 to 1878, *Encyclopedia Britannica* of 21 immense volumes, and *Rees's Encyclopedia* of 48 volumes. Besides these the Library contains Chambers' Encyclopedia and several smaller works of like character. The collection of Teachers' works is especially valuable. Value of Library, \$2000.

The McClure Library.—Students also have access to this library, which contains valuable works on History, Literature and Political Economy.

Hendricks County Library is open to all members of the school. It contains rare works, seldom found in public or private libraries.

Indiana Township Library is in the custody of the Normal Librarian. It is valuable on account of its several hundred volumes of standard Histories.

Prof. Adams' Library is a choice selection of books, all new and purchased for the special benefit of his pupils in Natural Science and Literature. It does not contain a single worthless book. Value, \$500.

Prof. Smith's Library is a growth of more than 20 years, and has been gathered for his own study and the aid of his pupils.

The other teachers also have valuable libraries of books in their special departments, to which pupils have ready access at all times.

There is no extra expense for use of any of these Reference Libraries.

SEVERAL THOUSAND GEOLOGICAL AND NATURAL HISTORY SPECIMENS JUST RECEIVED FROM PHILADELPHIA.

AN IMPROVED BRASS ORRERY, a large quantity of Chemicals, and additional apparatus for every department have been purchased and are in daily use.

The Institution is equipped as it has never been before; every Department is furnished with the latest improvements in apparatus and appliances.

**NO EFFORTS NOR EXPENSE ARE SPARED TO
MAKE THE SCHOOL JUST WHAT PUPILS NEED.**

VIII. REDUCTION OF EXPENSES.

The exorbitant rates charged at most Institutions prevent hundreds from educating themselves as they desire. From an experience in several Institutions and an observation of the workings of a great many, we *know* the prices generally charged are unnecessarily high.

By means of our much improved facilities for buying at the lowest whole-sale rates, we are prepared to furnish board, fuel, lights, books and stationery at lower figures than ever before. To bring the expenses within the reach of every industrious person, however poor, is a problem which we believe we have satisfactorily solved.

The people of Danville have opened up their houses to students with a readiness which we have never seen equaled. Every one seems to vie with his neighbors in showing proper attention to the happiness and comfort of the students.

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SPECIAL TERMS to those desiring to attend a year or more.

No energetic, diligent person need be without an education. Our terms are made to suit the times. Don't fail to address the Principal for full information. All questions fully and promptly answered.

THE NORMAL BUILDING

Was dedicated June 29th, 1878. It is a splendid brick structure, a pride to the town and the Institution. The main building is 45x100 feet. The north portion is three stories high—the south part and wing two stories. The Chapel is 45x70 feet, is handsomely finished, and is one of the neatest audience-rooms to be found anywhere. The Offices, Library and Recitation Rooms are large and airy, tastefully finished and furnished. The east wing is 30x60 feet, two stories in height. The tower is built from the ground, is 16x16 feet, four stories in height. The building has been arranged with special reference to the needs of a Normal School and the comfort and convenience of the students.

SUMMARY OF ADVANTAGES AT THE CENTRAL NORMAL

1. You can enter at any time.
2. You can select any study you may desire, from the largest programme ever presented by a Normal.
3. One tuition admits to every department. (Instrumental Music is the only extra.)
4. The expenses are less than at any other school for equal accommodations.
5. An experienced and successful faculty of *ten teachers*.
6. Use of good libraries.
7. Healthful location.
8. You are sure to find the proper grade for your advancement.

9. You will feel at home here, because teachers, students and citizens are sociable, accomodating and kind.
10. No saloons, but good churches and Sunday-schools.

CAUTION !

Since the removal of the Central Normal School to DANVILLE, certain parties have circulated many false reports in regard to the matter—among them that the Principal *was dead*, that *the school had not been removed*, etc. These reports are all received with great amusement by the students and those who understand the facts, but they may mislead those unacquainted with the circumstances. Persons hearing any reports in any way detrimental to the Institution, are respectfully solicited to write to any persons named in this circular as to the causes and success of the removal or the character of the school. The mere fact that certain parties have circulated or caused to be circulated such rumors, and have even attempted to steal the name of the Institution, is sufficient proof to thinking minds that the Normal is worthy of the extensive patronage it is receiving. While many unfair things have been said, written and published concerning us, by those who are jealous of our success and the continued prosperity of the Central Normal, we have not stooped to reply in a single instance. We have no time to fritter away in controversy. Our work is too important, the interests of our students too precious, our contempt for those who envy us too great, to permit a waste of time in replying to their falsehoods. Those desiring to know the facts can easily learn them from us or any of *our students*, to whom reference is always made.

Our work stands upon its merits.

We, the undersigned, citizens of Danville, Ind., having observed the prosperous career of the Central Indiana Normal School lately moved to this place from Ladoga, Ind., desire to bear testimony to the worth of the Institution to those who desire a *thorough practical* education for an economical outlay of time and money.

The Instructors of this Institution are ladies and gentlemen of culture, experience and positive force of character. The Principal, W. F. Harper, is eminently fitted for the position he occupies. He is particularly noted for his energy, vigilance and entire and unselfish devotion to the interests of the school. The students have won our admiration and esteem by their manly behavior and their earnestness in their work.

We express the feelings of the people of Danville when we say we welcome all such students to our town and invite them to our homes, our churches and our society. We will try to make their stay both pleasant and profitable. The complete success of the Removal, the transporting to our midst of nearly 200 students of the highest type of character and intelligence, is sufficient proof of the personal worth and popularity of the faculty.

In conclusion we congratulate the faculty, students and all interested in making the Central Normal the leading Normal of the State, on the accession of Prof. O. H. Smith to the Board of Instruction. Prof. Smith was formerly Principal of the Danville Academy and is well known to the people of this community and other parts of the State as a very able Instructor. He is a man of broad culture, thorough scholarship and a teacher of many years of successful experience.

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 Eld. W. S. Tingley, Pastor Christian Church.
 Hon. John V. Hadley.
 Wm. Irwin, Clerk Hendricks Co.
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J. B. Homan.

SENTIMENTS OF THE STUDENTS.

We, the students of the Central Normal School, wishing to bear some testimony of the esteem in which we hold the faculty and the institution, and to express our approbation of the choice of Danville as the permanent location of the Normal, desire to have published in the leading papers and school circulars the following tokens:

1. The Central Normal School, Danville, Ind., has our hearty endorsement. We have found its system of instruction practical, its teachers energetic, faithful and competent, and its present location pleasant and inviting.

2. We recognize Prof. Harper as being without a superior as a Normal School manager; and his untiring efforts to supply the wants of every student, his indefatigable industry, his lofty enthusiasm, and genuine moral worth, form examples eminently worthy our study and imitation.

His associate teachers have all impressed us with their earnestness and zeal and their fitness for the places they occupy.

3. The citizens of Danville have received us with kindness and cordiality. Their homes are open to us, their interests for us, and their hands and hearts are ready to contribute to our comfort and happiness.

4. We cheerfully recommend the Central Normal School to all young ladies and gentlemen desiring a thorough, practical education in the shortest possible time.

These expressions of respect, confidence and satisfaction were presented by a student at Chapel Exercises, Saturday morning, June 1st, 1878, and passed by a hearty and unanimous vote of the entire school—200 students in attendance.

Write for further information. Address,

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1524 STUDENTS

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The largest attendance the school has ever known.

EVERY COUNTY IN THE STATE IS REPRESENTED.

This continued increasing growth, together with the fact that the majority of those present have been here before, is sufficient evidence to every unprejudiced mind that **THE WORK IS SATISFACTORY.**

Extensive Preparations are being made for the **Fall Term, which will open August 27.**

We are prepared to offer better advantages, and at **LOWER RATES THAN EVER BEFORE.**

The following are a few among the many conveniences and advantages of the Normal

I. STUDENTS CAN ENTER AT ANY TIME, SELECT THEIR OWN STUDIES, AND ADVANCE AS RAPIDLY AS THEY MAY DESIRE. Our large attendance enables us to have classes of so many different grades that each student is certain to *find the very grade he may wish.* With reference to this we have never heard a complaint. **II. EXPENSES ARE CONCEDED BY ALL TO BE LESS HERE THAN AT ANY OTHER SCHOOL** Tuition \$8 per term. This includes all the departments. No incidentals. Good board and furnished room at a cost not to exceed \$2.40 per week. **III. STUDENTS CAN USE THE BOOKS THEY MAY BRING WITH THEM,** thus saving a great expense. **IV. THE COMMERCIAL DEPARTMENT** is one of the most thorough in the land. *No extra charges* **V. BEGINNING, ADVANCED, and REVIEW CLASSES** are sustained in each of the branches every term, thus making this a superior place for teachers and those who have but a short time to remain at school. The Teachers' Class affords advantages found at no other place. **VI.** Thorough drills in Penmanship, Elocution and Vocal Music are given without extra charge. **VII.** The student has the advantage of *all the facilities offered by any of our Institutions of Learning,* and the above named expense covers all. In short, nothing is left undone that can be done to advance the interests of each and every one. Every dollar paid in by the students is put into the school to increase its advantages. Besides this, there are frequent donations from the city. One of \$12,000 was made during the summer of 1876, and another of \$10,000 by the county during the past winter.

Outside parties attribute our unparalleled success to these conveniences and advantages enumerated. Surely this can not be the case. Suppose every want of the student thus far be supplied, every convenience offered, let the students flock in and find the instruction to be of no avail, how soon would the school be a wreck! *The secret of the Normal is the earnest, practical work performed in the class room.* Those who attend the institution get value received for their money, and go forth living recommendations of the efficiency of the methods used.

Satisfaction given or money refunded. Send for our catalogue giving full particulars concerning the school. Sent free to any address.

CALENDAR.—Review term will open July 2, and continue 6 weeks. Fall term will open August 27, and continue 11 weeks. Winter term will open November 12, and continue 11 weeks.

5-11

H. B. BROWN, Principal.

SPECIAL ANNOUNCEMENT.

*One of the Most Complete and Extensive Commercial Colleges in the
land, established at*

VALPARAISO, INDIANA.

While the Commercial Department in connection with the Normal School has accomplished a great work, yet the continued growth of the school, and the high standard to which the other departments have been raised, have necessitated a change.

Before taking this step, Mr. C. W. Boucher, a graduate of two commercial schools, and a thorough, energetic teacher, made a tour of investigation, visiting several of the best Commercial Colleges in the land, thus making himself familiar with all of the latest improvements, and with the methods of conducting such a school.

A large and commodious room has been fitted up without regard to expense, and the most extensive line of offices ever attempted in any commercial school has been arranged. So that this is not a department only, but a complete Business College.

An idea of its completeness can be had by a brief outline of the work to be done. The student enters the elementary or theoretical course. Here he becomes familiar with making Day-Book and Journal entries, opening and closing the Ledger in both Single and Double Entry; with all forms of Inventories, Bills, Discounts, &c., with the books and forms as used in Commission and Shipping, Partnership, Banking, Steam-boating and Railroad, Commercial Arithmetic, Commercial Correspondence, English Grammar, and Debating. After completing this course, he enters into the

Practical Department.—Here he will be furnished with manuscript work. That is so much to do each day. All work will be inspected by the teacher in charge, and nothing permitted to pass that is not perfect in every respect. In this Department he will pass from one office to another, remaining long enough in each to become thoroughly acquainted with its actual work. The first is the **Real Estate Office**. In this he buys and sells real estate, takes notes, makes out deeds and mortgages, closes mortgages, has the property sold, and performs all of the business connected with real estate. From this he passes into the **Insurance Office**. Here he organizes a company, insures property, pays losses, declares dividends, and enters in detail into the technicalities of the law governing such a company. From this he passes into the **Commission House**. Here he receives invoices, consignments, and shipments; buys and sells on commission, makes statements, and performs all of the duties as found in this house. From this to the **Transportation and Shipping Office**. Here he makes out bills of lading, enters into contracts, and becomes responsible for goods shipped; delivers goods at foreign ports, &c., &c. From this to the **Jobbing and Importing Office**. Here merchandise of all kinds is bought and sold for cash, on time, for notes, &c. The purchaser may fail—an invoice is taken, the store closed, the account settled at 50 cents on the dollar, &c. From this to the **Merchants' Emporium**. Here all articles of trade are bought and sold, either in large or small quantities; the goods billed, and entered in the proper books; drafts drawn and accepted, payments made, &c. From this to the **Railroad Office**. Here Railroad Book-keeping in all its forms is illustrated, from the organization of a company to the declaring of dividends. From this to the **Freight Office**, thence to the **Express Office**, and then to the **Post Office**, in each of which all of the business connected therewith is fully illustrated. From this to the **Bank**. Here he performs consecutively the duties of Receiving and Paying Tellers, Discount Clerk, Cashier, Book-keeper, and Collection Clerk; deals in Gold Certificates, U. S. Bonds, Foreign Exchange, discounts Commercial Paper, receives drafts, and does a general Banking Business.

We have made arrangements with different Commercial Colleges in the United States, so that business transactions of all kinds are carried on the same as in actual business. Shipments made, commissions received, real estate purchased, &c. Money will be deposited in the banks at different places, so that our Commercial Course will be the most thoroughly practical one ever arranged.

Commercial Law.—In connection with the work in each office, the law governing its transactions will be taught in detail, and all technicalities carefully explained.

Doing business with other Colleges teaches the student many things that cannot be learned in any other way. Besides, it is the nearest to the actual work of any plan that can be devised.

We feel confident that to the young lady or gentleman desiring a complete Business Education, we offer advantages superior to those of any other school. We have made everything so practical that the course will be of incalculable value to any young person whether he shall afterwards give his attention to book-keeping or not.

Expenses.—While at most Commercial Colleges the tuition is from \$35 to \$50 per term, and board from \$4 to \$6 per week, here the tuition is but \$8, which not only admits the student into the Commercial Department, but to any class in any department of the school. On entering the Practical Department, the student will pay a fee of \$2 to defray expense of books, &c. Good board and well furnished room at a cost not to exceed \$2.40 per week. If everything is not as thorough, complete, and practical as represented, no tuition will be charged. For further information address

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SPRING TERM begins March 27, 1879.

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JULY 19, 1878.

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One Year's Tuition, Board & Room Rent, \$110.

The Best Offer Ever Made in the United States.

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The education of the masses is the hope of the country. How to bring the expenses within the reach of all has been our constant

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study. Finally, we have succeeded in reducing them to a point below any offer ever made, either here or elsewhere. We will furnish Tuition, Room Rent and GOOD BOARD for the year of forty-four weeks for \$110, payable in advance.

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Rooms Neatly Furnished, carpeted, per week,	40 to 50 cents
Good Board, per Week.	\$1.75 to \$2.00
Tuition, per Term of 11 weeks, in advance,	\$8.00
Tuition, for Summer Institute,	\$8.00

Fuel is Cheaper here than at any other Normal School within our Knowledge.

INDISPUTABLE FACTS.

I. The school will furnish a better supply of apparatus than is to be found in any other independent school in the State. A NEW FRENCH MANIKIN, the only kind worth naming, will be used to illustrate Physiology.

II. It is admitted to be the most economical school for its students in existence. Surrounded by the GARDEN SPOT of Indiana, and favored by the hospitality of the citizens here, students are enabled to obtain at the lowest rates, not only the necessities, but also the luxuries of life.

III. *At home* is the place to test the character of a man or of an institution. *We have a large and permanent local patronage, which is increasing.*

IV. Its patronage is not entirely local, having already received students from thirteen different states.

V. It enjoys the confidence, not only of its students, but of eminent educators who have examined it in its actual workings.

VI. *Satisfaction guaranteed.* Should we fail in any case to furnish to any one board and room rent as advertised, we will cheerfully pay his traveling expenses to and from the school.

VII. *Seeing is believing.* Teachers and those preparing to teach will find it to their advantage to see the *Central Indiana Normal* before going elsewhere. No pains will be spared to make the Teachers' Department superior to that of any other school.

VIII. From the great variety and number of branches taught every term, students can hardly fail to find classes suited to their wants at any time. *New classes are always organized when necessary, to accommodate new students.*

IX. As a very natural and just result, of its superior inducements, it has received a most liberal support from the community in which it is located, and enjoys prospects for the future of a much larger increase in attendance than ever before. Letters of encouragement and approval of its new improvements reach us from every quarter.

It is impossible in a short advertisement to speak of all the advantages we are prepared to offer. For explanation of *New Departments of Study, Special Terms for Tuition, Room-rent and Board* or any other information desired write to either of the Principals.

First Term of Third Year begins September 8, 1878.

Write for new circular, just issued, giving fuller information.

WARREN DARST,
J. C. MURRAY,

Principals, Central Indiana Normal School,
LADOGA, Montgomery Co., Indiana.

ANNOUNCEMENT: 24TH YEAR.

NATIONAL NORMAL SCHOOL,

Lebanon, Warren County, Ohio.

The National Normal School commences its twenty-fourth year under better auspices than ever; a wider range of patronage, a more able and efficient corps of teachers, more liberal appointments and facilities than ever before, or than other Normal School can offer; whether sustained by State funds or independent patronage.

Fall Term begins September 3; First Winter Term, November 12; Second Winter Term, January 21; Spring Term, April 1; Summer Term, June 10; Commencement, August 2d and 3d.

Each of the terms continues ten weeks, except the Summer term, which this year will continue eight weeks, making the school year forty-eight weeks.

BRANCHES TAUGHT.—Beginning, Advanced and Review classes will be formed in all the common branches, Grammar, Arithmetic, Geography, Elementary Algebra, Penmanship, Orthography, Reading, Drawing, Vocal Music, Letter Writing and Debating; also, in higher branches, including Algebra, Geometry, Trigonometry, Physiology, Botany, Geology, Zoology, Surveying, Railroad Engineering, Latin, Greek, History, Rhetoric, English Composition, Book-keeping by Double-entry, etc.

The **TEACHERS' ELEMENTARY COURSE** requires two terms, while many by spending only one term, review the common branches, and take a course in Theory and Practice, which enables them to manage a school with more satisfaction and success than many who have had years of experience. All such receive a Teachers' Certificate and recommendation. For Collegiate, Business and Engineering Courses, see Catalogue.

Owing to the stringency of the times, **ROOM RENT** is reduced to 50 cents per week, only two in a room. **TABLE BOARD** at cost; \$1.00 for ladies, \$1.25 for gentlemen. Few students pay over \$1.50 per week for table board. Other institutions furnish board at \$2.00 or \$3.00, and evidently make a profit. Many who know, testify that they get as good board here at \$1.25 per week, as elsewhere at \$2.00 or \$3.00 per week. Thus, much more is saved on board than to compensate for cheap tuition, where much of the teaching is done by students.

The **ENTIRE EXPENSE** here is thus reduced to \$35.00 per term, while the facilities and advantages are far in advance of any other school.

R. H. HOLBROOK is back again. Old and new pupils will be pleased to learn that "Heber" is in his old place, after a most triumphant success in the application of Normal Principles to the schools of Vineland, New Jersey.

He will have charge of the Scientific Class, and devote his time otherwise to the interests of the school.

SO POPULAR ARE THE METHODS, invented and pursued here, that more than twenty of our graduates are carrying on paying institutions of their own, using the same methods as far as they are able. Still, the original source of these peculiar and effective methods of training and drill is ever in advance by new improvements, and by employing teachers trained especially in and for this work here.

The UNEQUALED SUCCESS OF OUR STUDENTS, both graduates and non-graduates, in all the professions, as well as in teaching and business, gives assurance to those who come here of like success.

In most cases an attendance of one or two sessions here enables teachers to secure a better position, with increased wages, enough so to reimburse them speedily for their outlay.

Our students come in COMPETITION everywhere with the graduates of colleges and of OTHER NORMAL SCHOOLS, who have spent more than double the amount of time and money in their education; and yet those trained here, more frequently secure the best positions and retain them with increased salaries.

Our catalogue which is sent free to all applicants, gives full information on all desirable topics pertaining to the school. Address

ALFRED HOLBROOK,
Principal, National Normal School.

Lebanon, O.

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NATIONAL NORMAL SCHOOL.

[Editorial from Lebanon Gazette of July 5, 1878.]

We have been familiar with the workings of this institution from its organization, and feel competent to speak intelligently of its growth and present condition. We shall confine ourselves, in this article, to points in which it is decidedly superior to any other Normal school within our knowledge.

LONG SUCCESS.

1. It has been longer established. Since its organization, in 1855, it has enjoyed an unbroken success. Thousands of its students are now making a great success in all the professions, and in every line of business. Its character for most thorough work, was settled years ago.

MANAGEMENT.

2. It has been under the same most able management. Other schools are rising and falling. This continues, extending its influence and reputation year after year.

SOURCE OF EDUCATIONAL IMPROVEMENTS.

3. It is intensely progressive. It has sent out thousands of live teachers, many able lawyers and earnest preachers, multitudes of successful business men, all of whom are making their mark in their respective fields. It has initiated most of the improved methods now in use in other Normals. It has done more to vitalize the common schools of the West than all other influences combined. Other independent Normals have copied very closely the programme, curriculum, methods and means, obtained by their founders here, and the closer the similarity the more effective and successful are they, as is admitted by themselves.

NO STUDENTS EMPLOYED AS TEACHERS.

4. The teachers of the old Normal are all selected from the thousands that are trained here, and any one of them is as capable of conducting a

Normal school, as any who are thus engaged. The beginning classes are taught by skillful and experienced teachers, and not by students, as in most other schools and colleges.

THE NORMAL SECRET.

5. The National Normal gives power. The true end of all education is to put the individual in possession of himself; to inspire him with a working enthusiasm. That this institution has a secret power in this direction, which is not understood or equaled by any of its competitors, is acknowledged by all who are acquainted with its character and the men and women it has sent forth.

REACHES FOR THE MASSES.

6. It is democratic. It admits to its fellowship any person, without regard to dress, appearance or scholarship. It reaches for the masses. A good, honest purpose, makes a man or woman at the Old Normal.

NO VACATIONS.

7. No time is wasted in vacations. The whole year, save four weeks in August, is made available. Thus the student can accomplish the most possible in the least time.

EVERY STUDENT CARED FOR.

8. It gives every student a fair chance. None are weakened by lecturing professors; but every suitable device is used to encourage every one to act and speak for himself. The classes are not so large but that every teacher is interested in every pupil; especially if he is *timid* or backward.

DEBATING AND RHETORICAL EXERCISES.

9. In no other institution are the pupils so practically and successfully trained in debating, in parliamentary usage and in rhetorical exercises. Able teachers are put in charge of each of these lines of training respectively, and the results are all that could be expected or desired. Most other institutions furnish no teachers for these exercises, leaving them chiefly to be conducted by the students themselves in societies. The long history of such societies, testifies to their comparative worthlessness to most of those who engage in them, while the students are involved in unexpected expense.

REPUBLICAN GOVERNMENT.

10. The Government is based on good sense and good feeling. The old Normal was the pioneer, and continues to be the leader in all gentle methods of discipline. Students come as ladies and gentlemen, and being treated as such are placed under no restrictions whatever, except such as prevail in all good society and such as their own good judgment dictates.

HEALTH DEPARTMENT.

11. The National Normal is the only institution that has established a health department. It has proven of great service to all the teachers. Many students, and citizens also, have availed themselves of it, and testified to the efficacy of the lifting exercise. A half hour daily is found to give new energy for study, and to make other exercise unnecessary. Many have been cured or greatly benefited in chronic difficulties. Not a few persons have come from a distance for treatment of various diseases. Nearly all such have enjoyed the interest and enthusiasm of the school, its general exercises, its reunions, its various recitations and drills, according to their own taste or in-

clination. It has been found that the combination of school exercises with the lifting cure, has been most effectual in restoring health, cheerfulness and vigor. While this line of treatment is infinitely more enjoyable than the water cure, it has at the same time, proven more certain, speedy and permanent in its results.

NEW STUDENTS ALWAYS ACCOMMODATED.

12. Students are received at any time. The force of teachers is so much stronger than at any other school, that classes will be found at any time to suit the advancement of all who may enter.

EXPENSE LESS THAN AT ANY OTHER SCHOOL.

13. Facilities and advantages are entirely superior to those of any more recently established school. The expenses are less than at any other school. Tuition is \$1 per week. Table board (not club board) is furnished at \$1 per week for ladies, \$1.25 for gentlemen. The board thus furnished is at cost. Other schools make a profit on board, charging from \$2 to \$3 per week for board no better, as is attested by many, than that furnished here at the above prices. Rooms comfortably furnished and carpeted, are now rented at sixty cents per week, only two in a room. Text books can be rented for a trifle. Thus the entire expense *can* be brought within \$3 per week. or \$30 per session. With improvements not yet copied by competitors, ten weeks in the Old Normal are worth far more than eleven anywhere else.

We have thus given what, by careful observation of the facts, we know to be a candid statement of the superior advantages of the National Normal over any other school now urging its claims upon the public. We are confident that these statements will be more than sustained, in every particular, by the investigation of any parties who are competent to judge.

NOTES.

During several past years many students have attended from the State Normals of New Hampshire, Massachusetts, New York, New Jersey, Pennsylvania and Maryland to supplement the courses of those schools, in the Ancient Languages and Higher Mathematics. Most of these have returned East and have found good positions in Public Schools and Academies, where the Western normal methods are meeting with their usual marked success. They all admit that they accomplish more here in two terms than in their respective State Normals in a year.

There will be a larger gathering for commencement this year than ever before. The "Exposition" and Alumni Meeting will take place on the 17th of July. The Commencement Exercises on the 18th and 19th. Professor W. H. Venable will read a poem entitled "The Western Man." R. H. Bulla will deliver the oration of the occasion. Generous arrangements are being made for the alumnal banquet. Fifty-six Scientifics will graduate, also ten Classics. The programmes will be sent to any friends who wish for them.

Prof. L. R. Durling, who was recently elected Superintendent of city schools Allegheny City, Pa., will be the orator of the next alumnal meeting.

Hon. J. J. Burns, State School Commissioner, will be present at the commencement exercises this year.

The Scientific prospectives for next year now number over 130.

The Classic prospectives for next year are over thirty.

These will be larger classes than ever before

The Summer session will continue eight weeks instead of six as heretofore. This will give opportunity for much better work during this session than in previous years.

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CUTTER'S PHYSIOLOGIES. Revised Edition. First Book on Analytic Anatomy, Physiology and Hygiene, Human and Comparative. By Calvin Cutter, M.D. With 164 illustrations. 12mo, 196 pp., half roan, 80 cents.

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SANFORD'S ARITHMETICS. An Analytical Series of Arithmetics, combining Mental and Written Arithmetic in each book. By Prof. S. P. Sanford, Mercer University, Georgia. First Lessons, illustrated, 27 cents; Intermediate, 45 cts.; Common School, 80 cents; Higher, \$1.25.

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Leeds' United States History. A History of the United States of America. Including some important facts mostly omitted in the smaller history. Designed for general reading and for Academies. By Josiah W. Leeds. 12mo, extra cloth, \$1.75.

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The Fall Term will open Sept. 3, 1878.

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Tuition per term of 11 weeks, payable in advance.....	8.00
Tuition for Institute Term.....	3 00

We are frequently asked the secret of the wonderful growth and increasing popularity of the Central Normal. We are not aware that there is any secret, but the following are a few of the

UNQUESTIONED REASONS:

1. We do just what we agree to do ; hence our advertisements can be relied upon as strictly correct.
2. We conduct the Institution upon strictly business principles, and hence we have the confidence of all the business men of the community.
3. We employ only first-class instructors. The superiority of our Faculty is universally recognized.
4. The instruction is intensely American and thoroughly Normal.
5. The expenses are suited to the times. Poverty need not stand in the way, provided the individual be industrious and energetic.
6. Our students are a success after they leave us, and thus the real merits of the School are advertised in the most substantial way.
7. The Institution has the earnest sympathy and hearty support of the entire community.
8. Students have pleasant homes in the most refined and intelligent families in the village
9. **There are no Saloons in Danville.** As a consequence the high moral influence of the community forms one of the strongest safeguards against vice and immorality.

Calendar for the Third Year. Fall Term opened September 3, 1878, with fifty per cent more students than first term last year; Winter Term, Nov. 19, 1878; Spring Term, Feb. 4, 1879; Summer Term, April 22, 1879, Summer Institute, July 8, 1879. Third Annual Commencement will occur July 31, 1879.

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land, established at*
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While the Commercial Department in connection with the Normal School has accomplished a great work, yet the continued growth of the school, and the high standard to which the other departments have been raised, have necessitated a change.

Before taking this step, Mr. O. W. Boucher, a graduate of two commercial schools, and a thorough, energetic teacher, made a tour of investigation, visiting several of the best Commercial Colleges in the land, thus making himself familiar with all of the latest improvements, and with the methods of conducting such a school.

A large and commodious room has been fitted up without regard to expense, and the most extensive line of offices ever attempted in any commercial school has been arranged. So that this is not a department only, but a complete Business College.

An idea of its completeness can be had by a brief outline of the work to be done. The student enters the elementary or theoretical course. Here he becomes familiar with making Day-Book and Journal entries, opening and closing the Ledger in both Single and Double Entry; with all forms of Inventories, Bills, Discounts, &c., with the books and forms as used in Commission and Shipping, Partnership, Banking, Steamboating and Railroading, Commercial Arithmetic, Commercial Correspondence, English Grammar, and Debating. After completing this course, he enters into the

Practical Department.—Here he will be furnished with manuscript work. That is so much to do each day. All work will be inspected by the teacher in charge, and nothing permitted to pass that is not perfect in every respect. In this Department he will pass from one office to another, remaining long enough in each to become thoroughly acquainted with its actual work. The first is the Real Estate Office. In this he buys and sells real estate, takes notes, makes out deeds and mortgages, closes mortgages, has the property sold, and performs all of the business connected with real estate. From this he passes into the Insurance Office. Here he organizes a company, insures property, pays losses, declares dividends, and enters in detail into the technicalities of the law governing such a company. From this he passes into the Commission House. Here he receives invoices, consignments, and shipments; buys and sells on commission, makes statements, and performs all of the duties as found in this house. From this to the Transportation and Shipping Office. Here he makes out bills of lading, enters into contracts, and becomes responsible for goods shipped; delivers goods at foreign ports, &c., &c. From this to the Jobbing and Importing Office. Here merchandise of all kinds is bought and sold for cash, on time, for notes, &c. The purchaser may fail—an invoice is taken, the store closed, the account settled at 50 cents on the dollar, &c. From this to the Merchants' Emporium. Here all articles of trade are bought and sold, either in large or small quantities; the goods billed, and entered in the proper books; drafts drawn and accepted, payments made, &c. From this to the Railroad Office. Here Railroad Book-keeping in all its forms is illustrated, from the organization of a company to the declaring of dividends. From this to the Freight Office, thence to the Express Office, and then to the Post Office, in each of which all of the business connected therewith is fully illustrated. From this to the Bank. Here he performs consecutively the duties of Receiving and Paying Tellers, Discount Clerk, Cashier, Book-keeper, and Collection Clerk; deals in Gold Certificates, U. S. Bonds, Foreign Exchange, discounts Commercial Paper, receives drafts, and does a general Banking Business.

We have made arrangements with different Commercial Colleges in the United States, so that business transactions of all kinds are carried on the same as in actual business. Shipments made, commissions received, real estate purchased, &c. Money will be deposited in the banks at different places, so that our Commercial Course will be the most thoroughly practical one ever arranged.

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Doing business with other Colleges teaches the student many things that cannot be learned in any other way. Besides, it is the nearest to the actual work of any plan that can be devised.

We feel confident that to the young lady or gentleman desiring a complete Business Education, we offer advantages superior to those of any other school. We have made everything so practical that the course will be of incalculable value to any young person whether he shall afterwards give his attention to book-keeping or not.

Expenses.—While at most Commercial Colleges the tuition is from \$35 to \$50 per term, and board from \$4 to \$6 per week, here the tuition is but \$8, which not only admits the student into the Commercial Department, but to any class in any department of the school. On entering the Practical Department, the student will pay a fee of \$2 to defray expense of books, &c. Good board and well furnished room at a cost not to exceed \$2.40 per week. If everything is not as thorough, complete, and practical as represented, no tuition will be charged. For further information address

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Has placed herself IN THE LEAD of Normal Schools in the United States by adopting a *MORE LIBERAL COURSE OF STUDY* than is offered by others. At the same time she has *reduced expenses below those of any other school.*

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TEN THOUSAND DOLLAR DONATION

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SUPERIOR ADVANTAGES AT THE NORMAL.

1. Rearrangement of the courses of study, securing more thorough work than is to be found in any other Normal in the land. 2. Expenses less than at any other school. Send for particulars. 3. A more liberal Course of Study and greater Thoroughness of work done make 11 weeks worth more here than in other Normals. 4. A new Text-Book Library, where many of the books used in our classes can be rented at a trifling expense, thus saving many dollars for our students. 5. No vacations between terms. 6. Students can enter at any time in the term, study what they desire, and advance as rapidly as they wish. 7. New Classes are formed at any time in the term to meet the needs of new students. 8. The Teachers of this Institution have had more experience in the public schools than those of other Normals. They consequently know the wants of their students better. 9. The New Revised Scientific Course is admitted to be superior to any similar course now offered to the public. 10. The College Preparatory Course is not found in any established Normal School. Students can here fit themselves thoroughly to enter college, or our Classical Department at much less expense than in College. 11. Penmanship, Drawing, German and Vocal Music all taught; without extra charge. 12. Superior Commercial, Surveying, and Engineering Departments free to all our students. 13. Unequaled facilities for Telegraphy. A special school line is established, and every facility afforded to make first class operators. 14. Students are not employed as Teachers, as in many other institutions. First class ability is employed in all departments, Preparatory not excepted. 15. The Normal, or Rational Methods of instruction and study; in harmony with Nature, with the Laws of Mind, as constituted by a beneficent Creator. 16. An Important Additional Improvement will be announced in our new Catalogue.

CALENDAR.—First Term of Third Year begins Sept. 3, 1878; Second Term, Nov. 19, 1878; Third Term, Feb. 4, 1879; Fourth Term, April 22, 1879; Normal Institute, July 8, 1879. Catalogue sent free to any address. In writing for catalogue, write plainly your P. O. address, county and state.

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THE REUNION.

92nd Sess.

LEBANON, WARREN CO., O., OCT. 1878.

No. 12.

Home again, and at work of course. The old Normal is the good, hearty, homey place that it always was, only more so. You should see us all at our tasks. You say you have been here and know all about it. Good; then you are familiar with the early, decided ring of the bells for breakfast, with the scene of Normalites hurrying to their first meal—not half awake or half dressed, as I have seen college boys going to morning prayers, but like persons who have been astir some time—although it is only half after six. You can tell just how sweetly and forcibly the academy bell announces the seven o'clock classes. You remember how these classes are always the brightest of the day; how promptitude is the proud rule and tardiness the blushing exception. Besides, it is the longest period during the day, being a full hour, while the other periods of fifty minutes seem so short. Then comes the General Exercise bell, and, like magic the quiet streets are thronged with Normalites issuing by dozens and half dozens from almost every house on every street, all hastening by routes converging to the hall. In a moment the Washington Hall is swarming, humming, smiling, singing, worshiping, listening to announcements, attending to miscellaneous business, (lots of fun), listening to ten minutes' speech of instruction, exhortation or entertainment from some one of the Faculty, and at last at the Principal's "Excused!" every one starts as if he had a place to go to and was determined to reach it; some to recitation, some to study, some to the library, but many remain to be members of the "Professor's" celebrated grammar class.

Now begins the day's work. How full, how flying, how free is every hour! How familiar is it to every one who has fallen in with it! How flurrying to the new comer, who, accustomed to the precision and forced regulations of many institutions, sees in the absence of usual restraints, seeming disorder and apparent demoralization. How frequently the stranger becomes thus discouraged because no *authority* pursues him, no *regulations* restrain, no punishments threaten him. Things are certainly going to pieces, and he feels like going to pieces (or home) himself. But soon he learns that this seeming defect is the boast of the school; that of all things that might be done, the correction of this is the last thing, the Faculty would do. The defect is only apparent, superficial, and beneath it is a healthy, spontaneous, steady, strong current of self-controlled purposes, which gives direction to the whole institution. Into this current he soon falls, and with it he is soon moving, not swept along, but sweeping along; not borne, but bearing.

How interestedly pupils and teachers watch new comers standing on the brink of the great Normal flood ready to plunge. Ordinarily, in they go, to sink or swim, live or die; giving their hands and their hearts to the work with pluck and persistence. How we, who know all about it, wait patiently for the doubting, for the trembling, for the indifferent; listen to their criticisms, complaints; encourage them to make a bold test not of the school, but of themselves; for how well we all know that the old Normal is just what

any pupil makes it; just as in the world, men's judgment of things generally, is as much a judgment of themselves as of the things; so, if a pupil "likes" we know he works; or conversely, if he works he "likes." Hence, frequently does it turn out that the one who shrank, and doubted, and hesitated most to begin with, is at last the pluckiest, sturdiest and most efficient of the strivers.

There is one thing needful to a good Normalite as there is to a good mechanic, or a good merchant, or a good Christian; it is this: Go in and *go in all over!* How many people spend their lives on the edge of the great ocean of existence, whimpering, putting a toe in and shiveringly withdrawing it, complaining, doubting, hesitating, timidly venturing in to the knees, getting chilled, falling back; while on the bank, within their view, are hundreds plunging in with a run and a jump, head foremost, battling and breasting every tide, courageously, cheerily. So it is in the great ocean—well, lake of Normaldom. It is good to be here, and to be in, and to be in all over.

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WORTH CONSIDERING.

Let those who are thinking of attending school consider well before deciding where they shall go.

They should remember, *first: the expense.* As the most costly education is not the best, so the cheapest is not the most desirable. A bad education, at any price, is costly. The old Normal has made the reduction of a good education to the limit of the least expense of time and money a study longer than any institution in the country, and while it has had greater experience in this direction, it has also greater facilities with which to accomplish it. Hence, if other institutions under-bid us it must be at the *expense of the instruction*, and because of meagerness of facilities. *The entire expenses for an education at the old Normal are less than at any institution in the United States.*

Second.—*The Instruction.* This is the important consideration. A skilled teacher can save a pupil as much in time and money as can an experienced guide the traveler. If the teachers are young and inexperienced, classes under their charge may suffer serious wastage, and the pupils be made to incur a loss which, though not perceptible at the time, will, when realized, be calamitously great. This is especially true when the directing head of the institution is young and inexperienced. The pupils will later, if not sooner, realize that they are being experimented upon. Young gentlemen and ladies should remember that an unskilled teacher can do more damage than an untried physician or lawyer.

There is probably not in the country a teacher who has successfully trained more pupils and teachers than has the principal of the Old Normal. No portion of his management can be said to be empirical or mere experiment. To whom could a young man or woman more confidently entrust his or her education?

Third.—*The character of the school.* Is this established? Has it done work that is creditable? Have its graduates proved successful? Are they efficient lawyers, physicians, business men? Are they teaching prosperous schools? If these questions can be answered affirmatively, that is the school to be relied upon. How true all this is of the Old Normal, there are thousands to testify. Every year we send forth young men and women who step to responsible positions and maintain themselves with credit. What we have done for our graduates heretofore, we are now better able to do than ever before. Our superiority in this particular is attested by the fact that we are continually receiving from younger institutions pupils who conclude that parent institution of Normal Schools is the best of all the Normal Schools. The original is better than any of its imitators, though they may be very creditable, nearer at home, and *apparently* less expensive.

ANNOUNCEMENT: 24TH YEAR.

NATIONAL NORMAL SCHOOL,

Lebanon, Warren County, Ohio.

The National Normal School commences its twenty-fourth year under better auspices than ever; a wider range of patronage, a more able and efficient corps of teachers, more liberal appointments and facilities than ever before, or than other Normal Schools can offer; whether sustained by State funds or independent patronage.

Fall Term begins September 3; First Winter Term, November 12; Second Winter Term, January 21; Spring Term, April 1; Summer Term, June 10; Commencement, August 2d and 3d.

Each of the terms continues ten weeks, except the Summer term, which this year will continue eight weeks, making the school year forty-eight weeks.

BRANCHES TAUGHT.—Beginning, Advanced and Review Classes will be formed in all the common branches, Grammar, Arithmetic, Geography, Elementary Algebra, Penmanship, Orthography, Reading, Drawing, Vocal Music, Letter Writing and Debating; also in higher branches, including Algebra, Geometry, Trigonometry, Physiology, Botany, Geology, Zoology, Surveying, Civil Engineering, Latin, Greek, History, Rhetoric, English Composition, Book-keeping by Double-entry, etc.

Three new Departments are added this year:

1. **THE INTRODUCTORY DEPARTMENT.**—The Introductory Department has been organized to accommodate those who come from country district schools, and are not prepared to enter the Teacher's classes. It will give a splendid opportunity to review Ray's Third Part, or Ray's Practical Arithmetic, and to begin the study of Grammar. Those who enter this department will be admitted to classes in Geography, Composition, Debating, Penmanship, Orthography, Elocution and Vocal Music.

The tuition in this department is \$5.00 for ten weeks, beginning at any time.

2. **MODERN LANGUAGE DEPARTMENT.**—Arrangements are now made by which the study of German, French and Italian will be in classes. Instruction in German will be given without extra charge. In French and Italian with extra charge of 50 cts. a lesson; or in classes at a much less price. Competent teachers are engaged and it is expected that this department will soon become a marked feature in the institution.

3. **MUSICAL DEPARTMENT.**—Vocal Music with the training of the voice will be given in a beginning class, and in an advanced class every term, without extra charge.

The beginning or junior class will enable those who attend it to read printed music with the voice in one session of ten weeks.

The advanced or senior class will give opportunity to its members to become familiar with the rendering of much of the best and most difficult music of the great masters. The training is made most effective by the preparation of pieces for the daily General School Exercises and Reunions.

Instrumental music will be taught in all its varieties, including organ and piano, violin and bass-viol, flute, clarionet and cornet.

Instruction on these instruments will be attended with extra charge, depending on the number in a class, never exceeding 50 cents per lesson; often 15 or 20 cents per lesson.

Our school orchestra will afford most excellent opportunity for drill on all these instruments in combination.

The **TEACHERS' ELEMENTARY COURSE** requires two terms, while many by spending only one term, review the common branches, and take a course in Theory and Practice, which enables them to manage a school with more satisfaction and success than many who have had years of experience. All such receive a Teachers' Certificate and recommendation. For Collegiate, Business and Engineering Courses, see Catalogue.

Owing to the stringency of the times, **ROOM RENT** is reduced to 50 cents per week, only two in a room. **TABLE BOARD** at cost; \$1.00 for ladies, \$1.25 for gentlemen. Few students pay over \$1.50 per week for table board. Other institutions furnish board at \$2.00 or \$3.00, and evidently make a profit. Many who know, testify that they get as good board here at \$1.25 per week, as elsewhere at \$2.00 or \$3.00 per week. Thus, much more is saved on board than to compensate for cheap tuition, where most of the teaching is done by students.

The **ENTIRE EXPENSE** here is thus reduced to \$35 00 per term, while the facilities and advantages are far in advance of any other school.

Students in the **INTRODUCTORY DEPARTMENT** can cover all expenses with \$30. In fact many in other departments do the same.

R. H. HOLBROOK is back again. Old and new pupils will be pleased to learn that Heber is in his old place, after a most triumphant success in the application of Normal principles to the schools of Vineland, New Jersey.

He has charge of the Scientific Class, and devotes his time otherwise to the interests of the school.

SO POPULAR ARE THE METHODS, invented and pursued here, that more than twenty of our graduates are carrying on paying institutions of their own, using the same methods as far as they are able. Still, the original source of these peculiar and effective methods of training and drill is ever in advance by new improvements, and by employing teachers trained especially in and for this work here.

Inexperienced teachers are not employed in any classes, as in many other Normal Schools which offer cheap tuition.

The **UNEQUALED SUCCESS OF OUR STUDENTS**, both graduates and non-graduates, in all the professions, as well as in teaching and business, gives assurance to those who come here of like success.

In most cases, an attendance of one or two sessions here enables teachers to secure a better position, with increased wages, enough so to reimburse them speedily for their outlay.

Our students come in **COMPETITION** everywhere with the graduates of colleges and of **OTHER NORMAL SCHOOLS**, who have spent more than double the amount of time and money in their education; and yet those trained here, more frequently secure the best positions and retain them with increased salaries.

Our catalogue which is sent free to all applicants, gives full information on all desirable topics pertaining to the school. Address,

ALFRED HOLBROOK,
Principal, National Normal School.

Lebanon, O.

EXPOSITION.—MOUNTING THE MATERIAL.

CHAP. I.—INTRODUCTION.

It will be found that the best method is the easiest, and that the proper preparation of the work so that it will be expressive of all that is possible, and at the same time clearly self explanatory, will take less time than any unmethodic practices. Order and system are here as ever great time savers, as well as great helps to morality. The suggestions which are to follow are the result of many experiments and faithful tests. Not one has been untried, and every one represents the results of many approximative efforts. Just what items to record, in order to express the most, and what items to omit, because practically unnecessary, could only be determined by careful tests and experiment. No mere suggestion of theory or untried plans would meet the case.

“Mounting” means the placing of such marks on the individual papers, and upon collection of papers, and such disposition of the papers as will make their examination easy and profitable. Let us consider, in order:

1. Mounting of Individual papers.
2. Mounting of Papers of a Class.
3. Mounting of Papers of the Whole school.

CHAP. II.—MOUNTING INDIVIDUAL PAPERS.

At the top of every exercise, placed low enough to permit binding, should be a heading consisting of a statement of such facts as are important to any one examining the paper. These facts should be so disposed as to stand out distinctly and strike the eye easily.

The following items are important in this connection:

1. *The name of the pupil.* This should occupy the first line and the center of the heading.
2. *The age of the pupil.* This should follow the name.
3. *The standing of the pupil* as obtained by this exercise, and stated in figures according to the scale common to the whole class. This should occupy a prominent place so that it may strike the eye quickly.
4. *The rank of the pupil* in the class in this exercise. This I do not deem important and may be omitted without harm.
5. *The number of the exercise* as one in a series from this class in this branch of study. This will show the amount of work done and, partly, the point of progress at which it was done.
6. *The grade of the pupil*, or the year of the school course. In an ungraded school this will, of course, be omitted, but the other items of the heading will enable any one familiar with school gradations to determine approximately the grade.
7. *The branch of study* from which the exercise is taken. This should occupy a conspicuous place.
8. *The date of the exercise*, that is, the day of month and year. This item is very important as it, with the number, enables the inspector to determine when in the progress of the school it was prepared, and how much of similar work was done, and it forms a part of.
9. *How prepared.* That is, whether it was done as “Study,” “Recitation,” “Review,” “Periodical Examination,” or “Final Examination.” This is one of the most important, and with the next item will form the key to any correct judgment of the exercises. Some care should be taken by the teacher to inform the public of the full significance and importance of these items.
10. *Time used.* This item will be of especial importance to the teacher in the management of his school, in assigning lessons, &c. It is of course, indispensable to any correct estimate of the value of any work presented. The time should be expressed in hours and fractional parts of an hour.

11. *The name of the teacher.* This is important when the work of many teachers is exhibited.

12. *The subject of the lesson.* This should have its usual place at the center of the page, and immediately preceding the exercise itself.

In these items we have sufficient data upon which to base an adequate and fair judgment of the work of the pupil in every given exercise.

Arranged in the most symmetrical and efficient manner these items will form the following heading :

<i>No.....</i>	<i>Pupil.....</i>	<i>Age.....</i>	<i>Standing.....</i>	<i>Rank.....</i>
<i>Year of Course.....</i>	<i>Branch.....</i>	<i>Date.....</i>		
<i>Teacher.....</i>	<i>How Prepared.....</i>	<i>Time used.....</i>		
<i>Subject :</i>				
.....				
.....				

This heading may be neatly put upon the paper by the pupils themselves, or the teacher may arrange to have the booksellers furnish their paper with this heading properly printed upon it, at the same rates as they furnish the paper itself. This I have done without any trouble. The heading should be about one and a half inches from the top of the paper, and the space given to each item must be according to its character; the proper relative spacing is shown in the accompanying form. The paper should be of uniform size ; foolscap is the most economical.

Now it is not insisted that every one of these items in this heading must necessarily be used. Some teachers may omit some and put in others, yet, I am quite confident that if a full history is desired of the work and its preparation, that no one of these data will be found unimportant, and that the spacing and disposing of the items is as good as possible.

CHAP. III.—MOUNTING THE PAPERS OF A CLASS.

There are two other methods by which the exercises of a class may be grouped. The first may be called the class method. It is to collect the exercises of all the pupils upon any given subject, arrange them according to their standing, putting the highest first, and binding them. This arrangement presents a species of instantaneous view of the class, which is not only very useful to teachers but interesting to patrons, since it compares all the children in each exercise.

The second method may be called the individual method. It is to collect all the exercises of each pupil in each class, and arrange them according to number. This will enable each pupil at the close of the exposition to get possession of all his own papers without difficulty, while, in the other arrangement, they will be distributed through many bundles, each one of which will have to be unbound to get any one pupil's papers.

The benefit of comparison which comes from the first method will recommend it; besides, it will often be an object with the teacher to see that the papers are not restored to the pupils, but carefully put away and preserved for comparison with papers prepared by the same school and other schools in future years.

In this is the great value of the Exposition, and the true teacher will emphasize its importance. There will be few who will have enterprise enough

to accomplish an Exposition. When it is once done, the time which is likely to intervene before another one is prepared by another teacher or superintendent, will be enough to make the comparison of work very instructive.

It may be well to combine both methods. The work of the lower grade pupils being mounted by the first, the higher by the second. When the first method is adopted, a neat cover should be adopted for each bundle of exercises.

For instance, suppose a written recitation has been had on the Principles of Common Fractions. The papers of the class have been examined and marked by the teacher, have been returned to the pupil, and they have reported corrections of the errors made. Now the teacher collects all these papers into one bundle, placing the highest first, and over the first one lays the cover, punches holes through cover and all, passes through binding points and so fastens them. Now this cover should have displayed upon it the important facts, with reference to this class and this exercise. Besides number, date, grade, branch, subject, how prepared, time used, name of teacher, which are given in the individual heading, it will exhibit the name of the school, the termini of the school year, the average age of the class, the number in the class and the name of superintendent. The following is the form which I finally adopted. I had this printed at my own expense on tinted paper and supplied it to my teachers. My trustees finally assumed this expense :

SECOND ANNUAL EXPOSITION
OF THE
VINELAND PUBLIC SCHOOLS.

For School Year Beginning..... *Ending*.....

REGULAR WORK. No selections made—Every Pupil represented.

—:O:—

No *Date*.....

Grade..... *Year of Course*.....

Subject..... *Average Age*.....

Lesson..... *No. in Class*.....

Preparation, { *Manner*.....
 { *Time used*.....

Teacher..... *Average Standing*.....

R. H. HOLBROOK, Superintendent.

This form may be easily adapted, with a few changes, to the needs of the individual method. In a country district school, or in a small graded system, it will abundantly repay the teacher or superintendent to have these covers printed on neat paper; still, they may be written with ink without much effort. The covers of my first exposition were all thus prepared.

CHAP. IV.—MOUNTING THE MATERIAL OF THE WHOLE SCHOOL.

It will be remembered that the school work was to be so placed upon exhibition that it could be examined comfortably and conveniently.

First, then, *comfortably*. This is best accomplished by displaying the work upon the regular study desks, so that visitors can examine it while seated, and so give to it any portion any length of time desirable.

But to lay the work loosely upon the desks would soon bring it into confusion and disarrangement. Means must therefore be adopted to fix it upon the desk. To accomplish this, when binding let the binding pin at the under side pass through a tape loop, and fasten it with the paper; the loop should be so short as not to show from above; then pass string through these loops and so tie the bundles to the desk; they will thus be kept in their place and in their proper order.

Second, *conveniently*. This means that the work should be so disposed as to enable any one to find easily any work of any given pupil or grade. Some system must be accepted. There are here two methods: The horizontal and the vertical.

The horizontal method would place the first year's work first, the second year next and so on. If the school is small, the primary work would occupy the first tier of seats, the second year's work the second and so on, or, if the school is large the Primary work would appear in one room, the Grammar school work in another, the High School work in another, or for room substitute building if the schools are quite large, though usually the central or High School building will sufficiently serve the purpose. In arranging the work of any class of any grade, the different exercises may be arranged according to number, separately, or, many exercises, each having its cover may be bound together to economize space, or the same work done by different teachers may be thus bound together or so arranged that they may be compared easily. This parallel work is always very interesting, particularly to the teachers involved.

The vertical method would group all the materials of any one branch throughout the different grades together. For instance in one room would be placed the Reading of all the grades, from the Primary to the High School. So another room would contain the Mathematics, another the Geography, and so on. This method is more logical than practicable. It so scatters the work of any given child that its friends will have difficulty in finding it, and since the purpose of the exposition is to make the material as accessible to the patrons as possible, this objection is sufficient to give the other method the preference. This vertical method is perhaps more scientific, and would afford members of the profession more interest, but this is not reason enough for its adoption.

An engraving of a room with material so disposed in it is shown in the frontis-piece. Besides the written exercises on the desks, there appear on the wall the herbarium sheets of the Botany class. On tables provided for the purpose should be displayed the zoological cabinets of the pupils. In some part of the room or some separate room, should be the apparatus of the Natural Philosophy class, also the experiments of this class and the Chemistry class. These should be in operation by the pupils during the Exposition.

In addition to the school work, there will be flowers in vases pots and baskets, evergreen trimmings, pictures, bird cages and other ornaments such as the children will bring in an over abundance. Ushers, selected from the pupils will be on hand to show visitors to any work and explain it if necessary.

The Exposition should continue from one to three days. In my own practice it was held in the High School building, and was open the first three days of the week after close of school. The rooms were thronged during the time by multitudes who could under no other circumstances be persuaded to give the work of their children in the schools the slightest attention.

Among the most patient and careful visitors are the school children themselves who delight to seek out their own work and that of their comrades.

NEW DEPARTMENTS.

MUSICAL DEPARTMENT.

The Musical Department gives additional and improved facilities for music in all its varieties. Mr. Stauffer is winning a high success in training the classes in vocal music. Miss Carrie Budd is as popular as ever in advancing her pupils on the organ and piano. Mr. Van Harlingen will give lessons on the flute, Mr. Bundy on the violin and Mr. Stauffer on clarinet. We expect soon to have a regular and full orchestra organized and sustained in the school.

MODERN LANGUAGE DEPARTMENT.

The Modern Language Department offers instruction in German by Mr. Schmitz; in French and Italian by Miss Marion Bradford who has just returned from her ten years' study and practice of these languages in Europe.

COURSE OF PUBLIC LECTURES.

The Kinsey course of lectures this year will give the school the opportunity of seeing and hearing Henry Ward Beecher, Joseph Cook, Helen Potter, Mrs. Scott Siddons and other men and women of celebrity in the lecture field.

The completion of the new hall makes it possible now to engage the very best talent in America for these school entertainments.

—:O:—

PERSONALS.

Prof. Chandler Pierce gave us a call of a few hours, was present at General Exercises and several of the recitations. He now is at the head of a very successful training school for teachers of penmanship. He works six hours per day in the public school and college of Keokuk, Iowa, besides taking charge of his training school. His brother Charles assists him in the training school—and they are doing a splendid work for the children of the city, for the students of the college, and pecuniarily for themselves. It will be remembered that Mr. Pierce married a Normal girl while attending here; this in some measure accounts for his working power and his success in his profession.

Prof. T. C. Mendenhall has resigned his position as Professor of Science in the Ohio State University at Columbus, where he was receiving a salary of \$2,500, and accepted a position of \$5,000 and traveling expenses, in the Imperial University of Japan. It is not to be wondered that of the distinguished physicists in America, Prof. Mendenhall should have been selected, when it is remembered that he is a graduate of the Old Normal.

He was, at the time of his acceptance, President of the Ohio State Teachers' Association. We give the resolutions passed by that body in reference to this matter:

WHEREAS, T. C. Mendenhall, who has been so long and honorably identified with the educational interests of Ohio, in the capacity of a teacher and superintendent in our common schools, as a professor in college, and as President of this Association, has accepted a call to give instruction in modern science in the Imperial University of Japan—a call that not only confers deserved distinction upon him, but shows with what earnestness this people of an ancient civilization have entered upon their new and wonderful educational career; therefore, be it

Resolved, That we regret our loss, we congratulate those who are to gain by it, we wish our friend all success, health, prosperity, and happy usefulness; and we hope that his absence may not be long, but that he may return again to pursue his honorable labors among his own people.

Prof. A. W. Mell, Scientific Graduate of 1872, appears in Barnes' Educational Monthly in an able article on Co-education. Prof. Mell is engaged in a successful Normal School at Glasgow, Ky.

Rev. C. C. Creegan, Scientific Graduate of '69, requests that all the members of his class prepare for reunion at the next commencement. We would like to hear from any member of this class, also from the members of any other class in like manner.

Mr. Charles S. Royce had a call to go to Providence, R. I., to take charge of Physical Culture in three different schools in that city. He thought it his duty to accept. The Health Department in the Normal is therefore suspended for the present.

Mr. J. F. Lukins, a Normalite of long standing, is in charge of the Lebanon Public School. He was many years superintendent of the schools of Portsmouth, O., the Republican Candidate for State Commissioner at the last State election. He found his wife in the Normal.

NORMAL PUBLICATIONS.

The "Normal Methods" and "School Management" published by A. S. Barnes & Co. of New York City, the "Training Lessons in Grammar," and the "Complete Grammar" published by Van Antwerp, Bragg & Co. in Cincinnati, the "National Normal" through its five years' course, and the "Reunion" are all the publications thus far which set forth our principles. The "Normal Methods" has been adopted as a text book in hundreds of training schools, and is used by thousands of teachers in this and other countries.

The School Management gives the later applications and improvements of the Normal system. The Reunion contains the advancement made in the Old Normal from term to term, and reveals the new discoveries and improvements as they result from new inventions and experiments here.

Several educational monthlies, published by our students are availing themselves of the material thus furnished in making up their pages. Only one however claims to be the *only Normal publication*, and this is managed by a man who was in our Teachers' Department one or two sessions.

Another, however, has published in a series of articles, nearly the whole of our School Management, with slight modifications, without in the least crediting the sources of his educational ability. He was in the Old Normal one week as a visitor.

The Lebanon Gazette, gives the weekly bulletin from the National Normal. The last number also contains an interesting story written by an earnest and talented Normalite, Miss Abbie McKerver. She is a frequent contributor to several different publications. Her articles are always the first read, and her poetry possesses much of the true poetic fire.

It may be worth while for our absent friends to send for the Lebanon Gazette, the subscription price is \$1.50.

INTRODUCTORY DEPARTMENT.

The Introductory Department just established will enable us to receive pupils of any degree of advancement, not equal to the departments already established. The expenses are so low that almost any young person can afford to leave any district, or graded, or ungraded school. He will save time and money by the change. The advancement here is generally three or four times as fast, and immeasurably more thorough than at any public school or academy.

IMPROVED FURNISHING OF ROOMS.

We are adding very much to comfort and convenience of our rooms used as dormitories by students. No other institution furnishes rooms as well.

The items furnished now are bed, bedding, tables, chairs, wardrobe, cupboard, wash-bowl, two pitchers, two buckets, looking-glass and towels. The rooms are taken care of by a woman hired for the purpose; the bedding and towels are changed and washed without extra expense to the student. Such rooms are now rented from thirty cents to fifty cents per week to each student, carpet from ten to fifteen cents extra. This reduction and improvement has brought down the price of rooms in the town, and improved their furnishing in a corresponding degree. There are more students occupying rooms in the school buildings than ever before.

REFERENCE LIBRARY.

The library has undergone a marked improvement. The walls have been tinted, dadoed and adorned with additional pictures. The books have been rebound as needed. New books are being purchased and added as the progress of every science demands, or, as the students call for them. The new librarian, Mrs. Broyles, is winning favor by the intelligence and cheerfulness with which she waits on the students twelve hours daily. She seldom fails to find the book and the page for the ever changing variety of subjects brought to her by students of every department, as they prepare for essays and debates as well as for the regular recitations.

The Encyclopædias at present in the library are twenty-six, comprising one hundred and seventy-six volumes, quarto or large octavo, averaging eight hundred pages for each volume.

Among these encyclopædias are the Britannica, Appleton's, Chambers', Rees', Zell's, etc.

These encyclopædias with more than three thousand other of the most valuable books in literature, and in every science are always free for use of students. No school or college can be thorough in its instruction without an adequate library, and without the skill on the part of teachers to incite pupils to its intelligent use.

TABLE BOARD AT COST.

Table board is now furnished at several tables at \$1.25. Many persons abroad not apprised of the fact seem to be incredulous as to board being furnished at this rate; in fact a good many students after they arrive seem to be disappointed in being able to get table board at the advertised price.

The truth is that nearly all schools make more on board and on the sale of text books than the tuition. Still, many young persons in looking at the cost of attending school look only at the price of tuition, and decide at once that the school that charges the least for tuition is the cheapest school. In one sense such schools are the cheapest: They employ the cheapest teachers, generally students, for a mere trifle, especially to teach beginning classes, if not all the classes in the common branches. This cheap tuition gives cheap instruction, and the board, books and incidentals really come to great deal more at those cheap schools than all the expenses at the Old Normal where the best instruction is furnished for beginners. No student is ever employed here in teaching classes in common branches, even in the introductory department. The best talent has the charge of this class.

Board is now furnished at the school table at \$1.00 per week. Many of the best students, those from the best homes are taking board at this price, both gentlemen and ladies.

Thus the ENTIRE EXPENSE is less at the National Normal than at any other school—while the instruction is vastly better, especially for beginning classes.

COMMENCEMENT.

The pleasantest portion of the last commencement was the coming together of friends from all parts of the United States.

The scientific exposition under Prof. Stevens' management was a beautiful success. It was honored with the presence of the State School Commissioner, Mr. Burns, who made some pleasant and practical remarks.

The Alumnae meetings were unusually entertaining. The address by Mr. R. N. Bulla upon "The Press" was instructive and entertaining, and listened to by a crowded house. The address was followed by an original poem by the "Poet of the West" Prof W H Venable. His theme was "The Western Man," and the poem was most delightful, and the audience listened to his poetical reading with admiring attention.

At the business meeting following, the officers elected were R. H. Holbrook, President; L. H. Durling, Orator. O. P. Kinsey, Treasurer

It was unanimously voted that hereafter the Alumnae Banquet be held Thursday noon instead of Wednesday night, and that participants and those interested pay one dollar each for its expenses.

Following this business meeting was the banquet at Washington Hall. As we promenaded around the tables before taking our seats, the scene was very pretty indeed. Tables for three hundred guests were arranged in the form of a star. The repast was choice and abundant; the replies to toasts spicy and earnest. Among these was the following by W. F. Harper:

"A MOTHER IS A MOTHER STILL, THE HOLIEST THING ALIVE."

OUR ALMA MATER.

At least once a year we pause in our work and come back to our *Alma Mater*, called *old*, not because age has placed his *mark* upon her, or decrepitude seized her—*old* in *good works*; *old* when estimated by the *events* of *her life*; *old* because of the *number* of *her children*.

Long service has not bowed her form or emaciated her physique. Strong, vigorous, every power in its fullest and freest activity, every faculty in its prime, we behold thee to-day, our Mother.

Just as some individuals wither, wrinkle and *die*, while others grow, ripen and *live always*, because of the inherent life, the *soul* within them, so some institutions because of their selfishness, indifference and coldness, drawing themselves into themselves, folding the drapery of death about them, pass into the region of forgetfulness; while others by their nature, liberality of character and real strength of purpose, develop influence, power, breadth of nature, and mature into a life of genuine soul influences, always widening, deepening, strengthening.

With pride can we point to our kind, loving, noble mother, as we remember with what care she first taught our toddling feet to climb the Hill of Science. How she helped us when we stumbled, encouraged us when the way was rough, and inspired us *always* with a lofty enthusiasm, a true manly and womanly independence, an unchanging determination, a persistent endurance, and a genuine enjoyment in the highest and most intense activity of every faculty of our being.

Our Alma Mater may have her foibles, but with a true family interest, *real* Normalites, children of a worthy parent, stifle the unhallowed voices of those who would judge *her life*, *her work*, by any fancied or real error.

I fear that we do not always realize to how great an extent the OLD NORMAL has been the precursor of the better time we are beginning to enjoy in the educational world; how she has prepared the way for that freedom of thought which, even the most conservative will soon be compelled to adopt, or at least concede to others.

Organized at a time when the necessity for special preparation for teaching was scarcely recognized, when iron-clad plans of government and arbitrary methods of teaching were practiced by nearly all classes, she has battled single-handed and alone, the most stultifying and weakening errors of the age.

With grateful hearts do we behold evidences of her success in the improved condition of our schools, in the adoption of many of her plans in all grades of institutions, and in the higher spirit and tone of educational views which she has aided to develop.

Brothers, sisters, do you remember when you first caught a spark of that eternal Normal fire, that immortal energy, that energy which is not the result of knavery or theft by Prometheus in the temple of the Gods, but is the free gift of the Creator to all healthy minds, when rightly trained; such an energy as flamed so brilliantly in the life of that grand old character, Scott? We read, that at the age of fifty-seven, he resolutely braced up his powers of mind and body to pay a debt of \$600,000 or \$700,000 by literature. In three years he had completed more than thirty volumes. His health began to give way, his physicians implored him to rest. With a look of defiance he shouted, "you might as well say don't boil, when Mollie puts the kettle on."

Edward Whipple says the first element of genius is *soul*, and the second is SOUL, and the third is SOUL. The Old Normal has taught us that the first mark of every legitimate child of hers is *soul*, and the second is SOUL, and the third is SOUL.

This lesson is, as I believe the real secret of the success of our ALMA MATER. May we cherish her virtues, extol her excellences, and be worthy our noble parentage.

The scientifics acquitted themselves finely. The classics were pronounced to be the best class the Normal has sent out for some years. There were fifty scientific and ten classic graduates. Next year our commencement will be held in the new Opera House which is now completed, and is said to be the most beautiful and commodious hall in any city, of our population, in the State. With this building we can accommodate *all* our friends and we give you now a most cordial invitation to attend our next commencement, and hope you will at once begin to make arrangements to come.

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NORMALITES IN CALIFORNIA.

We have just received an annual school report from Prof. J. B. Finch, San Jose, Cal., where he has been superintendent for about twenty years. He was one of the first graduates from the Old Normal, was superintendent of schools in Middletown, O., for two years, then married. Thence he emigrated to California, where he has since remained with from \$1,000 to \$1,500, his present salary.

The oldest Normalite in California is Edwin Mastic, Esq., who moved from Cleveland, O., in 1856. He has amassed a large fortune in the practice of law in San Francisco.

Miss Lucy Mathews, Classic graduate of '70, went to California in '73 to engage in teaching. She immediately formed a more congenial engagement, and is now the mistress of a happy home.

D. T. Bateman, B. S. '75, J. S. Shearer, B. S. '72, C. E. Hitchcock, B. S. '73, Hannah Scott, B. S. '71, Maggie Varty, B. A. '77, Mary Coe, B. S. '77, Mary Pampell, B. A. '75, F. M. Richter, B. S. '73, G. W. Worthen, B. A. '75, Mary J. Hoyt, B. S. '75, J. K. Bateman, B. A. 1876:

All these Normalites are teaching in California at salaries from \$80 to \$120 per month, except Mr. J. K. Bateman, who is County Superintendent.

EXAMPLES FOR PARSING

1. She saw her glories, star by star, ⁽¹⁾ *expire*.—*Byron*
2. Riches are oft by guilt and baseness earned,
Or dealt by chance ⁽²⁾ *to shield* a lucky knave,
Or throw a cruel sunshine on a fool;
But for one end are riches worth your ⁽³⁾ *care*.
This noble end is ⁽⁴⁾ *to produce* a soul,
To make humanity the ⁽⁵⁾ *minister* of Providence.—*Pope*.
3. I ⁽⁶⁾ *had* rather *be* a kitten and mew,
Than one of these same ballad mongers.—*Shakspeare*.
4. The world's a stately bark on dangerous seas,
With pleasure ⁽⁷⁾ *seen*, but ⁽⁷⁾ *boarded* at one's peril.
5. The long remembered beggar was his guest,
Whose beard descending reached his breast,
The ruined spendthrift now no longer proud
Claimed kindred there, and had his claim ⁽⁸⁾ *allowed*.—*Goldsmith*.
6. ⁽⁹⁾ *Be* ⁽¹⁰⁾ *it* a weakness, it deserves some praise,
We love the play place of our early days.
The pleasing spectacle at once excites
Such recollections of our own delights,
That ⁽¹¹⁾ *viewing* it, we seem almost ⁽¹²⁾ *to obtain*
Our innocent, sweet, simple, years again.—*Cowper*.
7. Oh! lives there, Heaven, beneath thy dread expanse,
One dark hopeless idolator of chance
Content ⁽¹³⁾ *to feed* with pleasure unrefined?



PARSINGS.

(1) *Expire*, infinitive, active, present; construction of a noun, the object of "saw." R. 20 and 1.

(2) *To shield*, infinitive, active, present; construction of an adverb of purpose, limiting "[are] dealt."

(3) *Care* is the object of preposition "worth."

(4) *To produce* has the construction of a noun in the predicate with "is" referring to the same thing as its subject "end."

(5) *Minister* is in the predicate objective, with "to be" understood, referring to the same thing as its objective subject "humanity."

(6) *Had be* is an ancient form mostly supplanted by "would be." It may be parsed as an instance of enallage. It is correct.

(7) *Seen* and *boarded* are participles, passive, past, with the construction of adjectives, limiting "bark."

(8) *Allowed*: [to be] allowed, infinitive, passive, present, with the construction of a noun, the object of "had." R. 20 and 17.

(9) *Be*, imperative, 3d sing.; subject "it"

(10) *It*, nominative by expletion, being the grammatical subject of "be." The logical subject is the clause, "We love, etc."

(11) "*Viewing*" participle; construction of an adverb of cause and limits "seem."

(12) *To obtain*, infinitive, construction of a predicate adjective and limits the subject "we."

(13) *To feed*, construction of an adverb and limits "content." R. 20 and 2.

SPECIAL ANNOUNCEMENT.

*One of the Most Complete and Extensive Commercial Colleges in the
land, established at*

VALPARAISO, INDIANA.

While the Commercial Department in connection with the Normal School has accomplished a great work, yet the continued growth of the school, and the high standard to which the other departments have been raised, have necessitated a change.

Before taking this step, Mr. O. W. Boucher, a graduate of two commercial schools, and a thorough, energetic teacher, made a tour of investigation, visiting several of the best Commercial Colleges in the land, thus making himself familiar with all of the latest improvements, and with the methods of conducting such a school.

A large and commodious room has been fitted up without regard to expense, and the most extensive line of offices ever attempted in any commercial school has been arranged. So that this is not a department only, but a complete Business College.

An idea of its completeness can be had by a brief outline of the work to be done. The student enters the elementary or theoretical course. Here he becomes familiar with making Day-Book and Journal entries, opening and closing the Ledger in both Single and Double Entry; with all forms of Inventories, Bills, Discounts, &c., with the books and forms as used in Commission and Shipping, Partnership, Banking, Steamboating and Railroad, Commercial Arithmetic, Commercial Correspondence, English Grammar, and Debating. After completing this course, he enters into the

Practical Department.—Here he will be furnished with manuscript work. That is so much to do each day. All work will be inspected by the teacher in charge, and nothing permitted to pass that is not perfect in every respect. In this Department he will pass from one office to another, remaining long enough in each to become thoroughly acquainted with its actual work. The first is the **Real Estate Office**. In this he buys and sells real estate, takes notes, makes out deeds and mortgages, closes mortgages, has the property sold, and performs all of the business connected with real estate. From this he passes into the **Insurance Office**. Here he organizes a company, insures property, pays losses, declares dividends, and enters in detail into the technicalities of the law governing such a company. From this he passes into the **Commission House**. Here he receives invoices, consignments, and shipments; buys and sells on commission, makes statements, and performs all of the duties as found in this house. From this to the **Transportation and Shipping Office**. Here he makes out bills of lading, enters into contracts, and becomes responsible for goods shipped; delivers goods at foreign ports, &c., &c. From this to the **Jobbing and Importing Office**. Here merchandise of all kinds is bought and sold for cash, on time, for notes, &c. The purchaser may fail—an invoice is taken, the store closed, the account settled at 50 cents on the dollar, &c. From this to the **Merchants' Emporium**. Here all articles of trade are bought and sold, either in large or small quantities; the goods billed, and entered in the proper books; drafts drawn and accepted, payments made, &c. From this to the **Railroad Office**. Here Railroad Book-keeping in all its forms is illustrated, from the organization of a company to the declaring of dividends. From this to the **Freight Office**, thence to the **Express Office**, and then to the **Post Office**, in each of which all of the business connected therewith is fully illustrated. From this to the **Bank**. Here he performs consecutively the duties of Receiving and Paying Tellers, Discount Clerk, Cashier, Book-keeper, and Collection Clerk; deals in Gold Certificates, U. S. Bonds, Foreign Exchange, discounts Commercial Paper, receives drafts, and does a general Banking Business.

We have made arrangements with different Commercial Colleges in the United States, so that business transactions of all kinds are carried on the same as in actual business. Shipments made, commissions received, real estate purchased, &c. Money will be deposited in the banks at different places, so that our Commercial Course will be the most thoroughly practical one ever arranged.

Commercial Law.—In connection with the work in each office, the law governing its transactions will be taught in detail, and all technicalities carefully explained.

Doing business with other Colleges teaches the student many things that cannot be learned in any other way. Besides, it is the nearest to the actual work of any plan that can be devised.

We feel confident that to the young lady or gentleman desiring a complete Business Education, we offer advantages superior to those of any other school. We have made everything so practical that the course will be of incalculable value to any young person whether he shall afterwards give his attention to book-keeping or not.

Expenses.—While at most Commercial Colleges the tuition is from \$35 to \$50 per term, and board from \$4 to \$6 per week, here the tuition is but \$8, which not only admits the student into the Commercial Department, but to any class in any department of the school. On entering the Practical Department, the student will pay a fee of \$2 to defray expense of books, &c. Good board and well furnished room at a cost not to exceed \$2.40 per week. If everything is not as thorough, complete, and practical as represented, no tuition will be charged. For further information address

IN ADVANCE OF ALL COMPETITORS.

THE CENTRAL INDIANA NORMAL SCHOOL AND BUSINESS INSTITUTE,

LADOGA,

Montgomery County,

INDIANA,

Has placed herself IN THE LEAD of Normal Schools in the United States by adopting a *MORE LIBERAL COURSE OF STUDY* than is offered by others. At the same time she has *reduced expenses below those of any other school.*

\$110 will pay for Room Rent, GOOD BOARD, and Tuition for a year of 44 weeks.

The Vigor and Prospects

of the Institution are shown in the

TEN THOUSAND DOLLAR DONATION

it has received this year, and its

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